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R. T. Corsett

FIFTY-SIXTH

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF LOWELL, MASS.,

TOGETHER WITH THE

EIGHTEENTH ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC SCHOOLS,

REPORTS ON DRAWING, EVENING SCHOOLS, AND MUSIC,

AND AN APPENDIX.

1881.



LOWELL, MASS.:

VOX POPULI PRESS: HUSE, GOODWIN & CO., 130 CENTRAL STREET.

1882.

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CITY OF LOWELL.

IN SCHOOL COMMITTEE,

Dec. 31, 1881.

THE Chairman of the Committee on Reports, Dr. JOHN J. COLTON, presented a report this day, which was unanimously adopted as the Report of the School Committee for 1881.

The Superintendent of Schools, and Chairmen of the Standing Committees on Evening Schools, on Penmanship and Drawing, and on Music, at the same time presented reports, which were accepted and ordered to be printed with the Report of the School Committee.

CHARLES MORRILL, *Secretary.*

ORGANIZATION

OF THE

SCHOOL COMMITTEE, 1881.

FREDERIC T. GREENHALGE, Chairman.
 CHARLES H. ALLEN, Vice-Chairman.
 CHARLES MORRILL, Secretary.

MEMBERS OF THE SCHOOL COMMITTEE.

FREDERIC T. GREENHALGE, Mayor	.	.	.	.	.	} <i>Ex Officiis.</i>
CHARLES C. HUTCHINSON, President Common Council	.	.	.	.	.
Ward 1—JOHN A. SMITH	.	.	.	.	.	Term expires 1881
TIMOTHY H. BRENNAN	.	.	.	.	.	" " 1882
" 2—HENRY J. McCOY*	.	.	.	.	.	" " 1881
DANIEL P. GALLOUPE	.	.	.	.	.	" " 1882
" 3—MICHAEL SEXTON	.	.	.	.	.	" " 1881
JOHN J. GREEN	.	.	.	.	.	" " 1882
" 4—CHARLES H. ALLEN	.	.	.	.	.	" " 1881
SOLON W. STEVENS	.	.	.	.	.	" " 1882
" 5—JOHN J. COLTON	.	.	.	.	.	" " 1881
GEORGE C. OSGOOD	.	.	.	.	.	" " 1882
" 6—SAMUEL A. CHASE	.	.	.	.	.	" " 1881
LEONARD HUNTRESS, JR.	.	.	.	.	.	" " 1882

STANDING COMMITTEES.

ON ACCOUNTS—Messrs. Greenhalge, Hutchinson, Chase, Brennan, Smith.
 ON SCHOOL-HOUSES AND HYGIENE—Messrs. Allen, Brennan, Huntress,
 Galloupe, Sexton.

* Resigned July 18. George E. Stanley was elected to the vacancy Aug. 25.

- ON TEACHERS—Messrs. Galloupe, Allen, Stevens, Colton, Green.
 ON REPORTS—Messrs. Colton, Osgood, Green, Smith, Huntress.
 ON TEXT-BOOKS—Messrs. Stevens, Galloupe, Allen, Smith, Chase, Sexton.
 ON SALARIES—Messrs. Greenhalge, Huntress, McCoy, Galloupe, Green.
 ON PENMANSHIP AND DRAWING—Messrs. Huntress, Allen, Chase, Sexton, Green.
 ON MUSIC—Messrs. Stevens, Colton, Osgood, McCoy, Sexton.
 ON EVENING SCHOOLS—Messrs. Osgood, Brennan, McCoy, Colton, Smith.
 ON RULES AND REGULATIONS—Messrs. Colton, Brennan, Osgood, Stevens, McCoy.
 ON PAROCHIAL SCHOOL IN BELVIDERE—Messrs. Greenhalge, Green, Galloupe, Smith, Stevens, Osgood.

ASSIGNMENT OF SCHOOLS.

- THE MAYOR—High and Reform Schools.
 MR. HUTCHINSON—Reform School.
 MR. BRENNAN—Mann, Primaries 44, 22, 41, 43, 11, 26.
 MR. SMITH—Primaries 8, 12, 23, 29, 69, 10, 63, 73, 27, 42, Mixed No. 1.
 MR. GALLOWPE—High, Varnum, Primaries 46, 47, 49, 75.
 MR. MCCOY—Green, Primaries 1, 3, 48, 55, 60, 61.
 MR. GREEN—High, Reform, Colburn, Primaries 33, 56, 5, 6, 15, 30.
 MR. SEXTON—Primaries 13, 20, 57, 68, 64, 63, 59, 71, 72, 7, 21.
 MR. STEVENS—High, Edson, Primaries 24, 28, 77.
 MR. ALLEN—High, Reform, Franklin, Intermediate 1, Primaries 17, 34, 50, 31, 76.
 DR. OSGOOD—Reform, Primaries 2, 65, 40, 45, 36, 78, 40, 4, 54, 62, 67.
 DR. COLTON—High, Bartlett, Primaries 32, 58, Mixed No. 2.
 DR. HUNTRESS—High, Primaries 14, 25, 16, 37, 9, 51, 19, 39, 53, 78, 18.
 MR. CHASE—Moody, Primaries 35, 52.

CHARLES MORRILL, Superintendent of Public Schools.

Office in City Government Building.

OFFICE HOURS.—One hour after the forenoon session of the schools, and from 2 to 3 o'clock on Wednesday and Saturday afternoons.

TRUANT COMMISSIONERS.

BICKFORD LANG.

WILLIAM H. BIRMINGHAM.

Office in City Government Building.

ORGANIZATION

OF THE

SCHOOL COMMITTEE, 1882.

GEORGE RUNELS, Chairman.
 SOLON W. STEVENS, Vice Chairman.
 CHARLES MORRILL, Secretary.

MEMBERS OF THE SCHOOL COMMITTEE.

GEORGE RUNELS, Mayor	} <i>Ex Officiis.</i>	
WILLIAM N. OSGOOD, President Common Council .		
Ward 1—TIMOTHY H. BRENNAN	Term expires	1882
JOHN A. SMITH	" "	1883
" 2—DANIEL P. GALLOUPE	" "	1882
GEORGE E. STANLEY	" "	1883
" 3—JOHN J. GREEN	" "	1882
MICHAEL SEXTON	" "	1883
" 4—SOLON W. STEVENS	" "	1882
FRED WOODIES	" "	1883
" 5—GEORGE C. OSGOOD	" "	1882
GEORGE W. BATCHELDER	" "	1883
" 6—LEONARD HUNTRESS, JR.	" "	1882
JOHN J. PICKMAN	" "	1883

STANDING COMMITTEES.

ON ACCOUNTS—The Mayor, Messrs. Osgood, Brennan, Smith, Woodies.
 ON SCHOOL-HOUSES AND HYGIENE—Messrs. Brennan, Huntress, Galloupe,
 Sexton, Batchelder.
 ON TEACHERS—Messrs. Galloupe, Stevens, Green, Pickman, Woodies.

- ON REPORTS AND PRINTING—Messrs. Stevens, Osgood, Green, Smith, Huntress.
- ON BOOKS AND SUPPLIES—Messrs. Stevens, Smith, Galloupe, Sexton, Woodies, Pickman.
- ON SALARIES—The Mayor, Messrs. Huntress, Green, Stanley, Galloupe.
- ON PENMANSHIP AND DRAWING—Messrs. Huntress, Sexton, Green, Batchelder, Pickman.
- ON MUSIC—Messrs. Stevens, Osgood, Batchelder, Stanley, Woodies.
- ON EVENING SCHOOLS—Messrs. Osgood, Brennan, Stanley, Smith, Sexton.
- ON RULES AND REGULATIONS—Messrs. Stanley, Brennan, Osgood, Batchelder, Pickman.

ASSIGNMENT OF SCHOOLS.

- THE MAYOR—High and Reform Schools.
- PREST. OSGOOD—Reform School, Mixed No. 1.
- MR. BRENNAN—High, Mann, Primaries 44, 22, 41, 43, 11, 26, 32, 78.
- MR. SMITH—Primaries 8, 29, 12, 23, 69, 10, 63, 70, 73.
- MR. GALLOUPE—High, Varnum, Primaries 46, 47, 49, 75.
- MR. STANLEY—Green, Primaries 1, 3, 48, 55, 60, 61.
- MR. GREEN—High, Reform, Colburn, Primaries 33, 56, 19, 39, 18, 53.
- MR. SEXTON—Primaries 7, 21, 20, 57, 13, 68, 72, 64, 66, 59, 71.
- MR. STEVENS—High, Edson, Primaries 24, 28, 77.
- MR. WOODIES—Highland, Primaries 17, 34, 50, 76, 31, Intermediate 1.
- MR. OSGOOD—Reform, Bartlett, Primary 58, Mixed No. 2.
- MR. BATCHELDER—High, Reform, Primaries 2, 65, 40, 45, 36, 38, 74, 4, 54, 62, 67.
- MR. HUNTRESS—High, Primaries 14, 25, 16, 37, 9, 51, 5, 6, 15, 30, 27, 42.
- MR. PICKMAN—Moody, Primaries 35, 52.

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Office in City Government Building.

REPORTS.

REPORT OF THE SCHOOL COMMITTEE.

THE close of another school-year finds the public schools of the city in as prosperous condition, at least, as at any former period.

Twenty-five years ago our schools were regarded as models for that day; and while we may not have held that exalted position, in all that goes to embellish and adorn the school system of the present day, still, we claim a constant advancement towards perfection, in the way of better-educated teachers, more capacious and more thoroughly ventilated school-houses, and in our larger buildings, methods of heating far superior to those of that day.

The sanitary condition, also, of our school-houses and surroundings is incomparably improved, and the architectural beauty of some of our school structures shows a similar advancement; and while we should strive for still further improvement in many things pertaining to our schools, still we may to-day take an honest pride in our school system; in our teachers, who labor so faithfully, and accomplish so

much for the welfare of the city and state; in our scholars, whose training tends to develop in them manly traits of character; and in our citizens, who so cheerfully assume the heavy burden of taxation necessary to carry on the important work.

PRIMARY SCHOOLS.

Many parents make the mistake of urging their little ones into school at too tender an age. A child learns but little, from books, under seven years, and no parent should be so cruel as to send them out from home merely to get rid of them. See what they may learn at home in that time. They should learn to speak a language, to obey their parents and those in authority, to subdue their passions, to live peaceably with their mates, to observe the golden rule.

Parents should realize more fully the inestimable value of correct early impressions. These can be made much better at home than in school. They are to be taught what to eat and what to avoid. They must be taught the proper use of their organs, what things are injurious and what are harmless, what to choose and what to reject. Their affections must be trained about the true, the beautiful, and the good, or they will twine themselves about things that defile and corrupt.

Children are naturally selfish; they must be taught unselfishness and generosity. They naturally resent an injury; they must be taught to be forgiving.

A clear idea should be formed as to what you would *make* of the child,—not whether he is to be a mechanic, a lawyer, a doctor, or teacher, but what is to be his *character*. It matters little in what path he may walk, provided it leads upward to fields of honor and usefulness; it matters little what profession he choose, provided he is a good citizen, unselfish, and desirous of prosperity to others as to himself.

To accomplish this result in a child, he must be governed. His will must be subordinate to the will of his parents or teacher; for by education and experience they know what is for his good, while he is moving forward into experiences untried. The paths he inclines to walk in, may be alluring, but snares beset them. Warn him to shun them, and show him the evil consequences of following them. You warn your child to shun the fire; how much more should you warn him to shun companions and courses of action that lead down to destruction.

Begin this education early; no matter how early. A babe in its mother's arms has its likes and dislikes. Its little mind is capable of receiving impres-

sions much earlier than you suppose. Be sure that it is turned in the right direction. If you teach him wrong, it may take years to eradicate your evil teaching; but if right, the good impressions will never be erased from his mind.

Teach him by example,—children are great imitators. If you are passionate, your child will imitate your freaks of anger; if you are sordid and selfish, he will not be magnanimous and generous; if you prevaricate, he will not be truthful; if you put the bottle to your own lips, you need not be surprised to see your son ruined by midnight debauchery. Be careful, then, that your example be good. Teach your children to be sober, industrious, frugal, temperate, and charitable, and you have given them a good start in the world; while bad habits once contracted cling to them as long as they live. We would say to parents and teachers, your mission is important beyond your conception. See that the little ones entrusted to your care are kept from falling.

Among other improvements noticed in our schools for the past few years, is an increasing tendency towards higher qualifications on the part of teachers. The majority of teachers selected of late are graduates not only of our High school, but also of some Normal school. They are looking upon the posi-

tion more than ever as a profession requiring, like the medical and legal professions, special training in order to give the best results.

We not only demand more thorough scholastic attainments, but we demand also that our teachers shall possess characters worthy of imitation,—virtuous, truthful, honest,—and that they shall inculcate these virtues so thoroughly in the mind of the scholar, that his sense of right will determine his duties, and that this influence upon him will become permanent, keeping him in the path of rectitude. Thus will he be prepared for the great battle of life.

We are apt to underrate the sagacity of the young in their discrimination of character. This is one of the compensations of nature for their deficiencies in book knowledge. Relying upon observation and intuition, they judge of character with marvellous accuracy. Art cannot elude, nor pretence escape, their detection. They may not be able to measure the depth of your wisdom, but they will not be slow to detect the spirit which animates you. Show your love for him, and interest in his welfare, and he will be quick to reciprocate your good-will.

Let your manners be engaging and impressive, showing him that you are wide-awake for his advancement, and are pleased with his successes

and mastery of difficulties, as much as you disapprove his deficiencies.

Good government in our schools, like good government of the state, implies "not too much governed." When things go smoothly and quietly, we say, "What an easy school you have!" "There is no work in teaching such a school as this." Now, how is such a result brought about? Not by iron rules, like the laws of the Medes and Persians; not by unceasing vigilance, which is one of the elements necessary to success; not by that gentleness of manner which allows each scholar to do as he pleases, regardless of consequences. No single quality of character or qualification in the teacher suffices to secure good government; no amount of previous training in our Normal schools, can turn out teachers sure of success, in this branch of a teacher's profession. Ample preparation is necessary; the knowledge of certain general rules for guidance is essential; but what is more conducive to good results than all things else, is a natural tact for the business.

Some teachers do not possess this tact; they must make up for the deficiency as best they can. The generals of an army are not all equally skilled in the management of large bodies of men. One can command skilfully a brigade, another a corps,

another an entire army. So we find some of our teachers guiding, controlling, and instructing, from fifty to one hundred scholars, while others fall short in the management of thirty or forty.

How, then, shall the best results be obtained? We may lay it down as a rule, that if teachers do not enjoy the school-room, do not love teaching, the school-room is no place for them, and the sooner they leave it, the better for scholar and teacher.

But if they are to continue there, they should cultivate a love for children, they should become careful students of human nature, and should observe carefully the good points in other members of the same calling, and learn how they have become masters of the situation.

We are happy to be able to testify to a growing appreciation, on the part of parents, of the importance of regularity in the attendance of their children at school. No school can maintain a high standard of scholarship, unless there is a regular and punctual attendance at school. But by irregularity, the scholar suffers more than the school; and it matters little what may be the cause of absence. If sickness cause it, it is simply a misfortune which must be endured; but to allow

children to lose the golden opportunities offered them in our schools for the sake of pleasure, is more than a misfortune, it is a crime; and to keep a child from school to work is oftentimes no less a crime. Poverty may serve as an excuse; but some of our poorest citizens keep their children regularly at school, and thus send them out into the world with a good common-school education, because they appreciate its value to their children; while others of the same class, who are shiftless and unconcerned for the welfare of their children, and perhaps too lazy to support themselves, deprive them of these privileges, and leave them to grow up in idleness, and become candidates for the house of correction or state-prison.

Parents do not properly estimate the importance, to the child, of a regular and punctual attendance at school, and the influence of such attendance upon his whole course through life. Some children pass through all the grades of our schools, from the Primary to the High school, with scarcely an instance of tardiness or absence. By pursuing such a course for a series of years, permanent impressions are made which can never be effaced. If such a person has a task to perform he commences on time and finishes it in season. If an

appointment is made, he is punctual at the hour, and thus much valuable time is saved. His habits of punctuality are just the qualities for a successful business man.

Those scholars who have been so fortunate as to have passed successfully through the several grades of our schools, should go out from these schools sound in body, well-read in all branches taught, and, still more important, with characters well grounded in the principles of truth and right, having these principles so firmly rooted in them, that the storms and tempests of life can in nowise shake them. If we look up the history of these graduates of our High school for the past years, we shall find that, with few exceptions, they have taken a position in society far above mediocrity,—intelligent, industrious, upright, and honest.

The example of a manly and dignified teacher, gentlemanly or ladylike in their intercourse with the scholar, becomes contagious; the scholar is sure to catch the inspiration, and he too, unconsciously perhaps, will find himself imbued with the same virtues. Instead of being a clown, he will take pride in being a gentleman, with all which that word implies.

It is a source of unalloyed pleasure that we are able to say that we are proud of the graduates of

the High school, and that we can speak in terms of highest commendation of its teachers,—faithful to duty, zealous in their labors, possessing correct conceptions of the responsibilities of their position in relation to the scholar, the parent, and society.

There has been a tendency in past years to cultivate the intellectual at the expense of the physical. The two should go hand in hand. Intellectual exercise is healthful, and gives tone and strength to the reasoning faculties, just as physical exercise strengthens the organs of the body. Develop one set of faculties to the neglect of the other, and the whole body suffers.

Too close application to books is not a common fault with boys and girls; yet examples come to our notice of scholars with a frail physical frame, who neglect exercise, confine themselves too closely to their studies, and finally break down prematurely. Such scholars need cautioning and restraining. It is a terrible calamity to have such a life uselessly wrecked, when with proper advice they might have been saved.

The introduction during the past year of military drill as an exercise for the boys, in the High school, is a move in the right direction. A well-drilled soldier is known by his soldierly bearing, his erect form, his firm and steady step, well-expanded lungs,

and vigorous circulation. We are glad to see so large a proportion of our young men taking an interest in this healthful exercise, and we venture to predict that after a few months' practice the good results will be so apparent, that all parties interested will acknowledge the importance of continuing the exercise.

To the young ladies, also, physical exercise is no less important. A system of calisthenics might be introduced, which would prove no less attractive and beneficial than military drill to the boys.

The increasing population of our city calls for increased school accommodations. Some of our school-rooms are overcrowded. Our citizens cannot afford to economize in this direction, at the expense of the rising generation.

During the year past, free text-books have been introduced into our schools, demanding a large outlay. A considerable opposition was manifested to the change, but the system is now in successful operation, so far as the teachers and scholars are concerned. It remains to be seen by actual trial whether the system shall prove satisfactory in all respects, or whether a return to the former method will be demanded by the public.

At present, everything works smoothly with the scholars, for all have new books; but whether there

will be as little friction, when scholars are obliged to use books at second-hand, remains to be seen. Some pupils have left the city during the past term, carrying the books with them. If such families can be traced, a demand should be made upon them for a return of these books. It will prove a warning to others who may leave in the future.

Our Free Evening Drawing schools are still increasing objects of public favor. The proficiency made in the several departments argues well for the system, and affords the best possible compliment to the teachers, who have been untiring in their labor to effect the best results.

The subjects of penmanship, drawing, and music are referred to at length in another part of this Report. These branches have received no less attention than formerly, and, all things considered, are far in advance of what they were twenty years ago. The amount expended for teaching these branches is trifling, compared with the results attained.

In conclusion, we desire to bear testimony to the faithfulness and efficiency of our Superintendent and teachers. As a class, they are gentlemen and ladies of character, to whose care the destiny of our children is safely entrusted.

Let them not forget that there are no small things in life; every work, every duty, every opportunity,

however insignificant at the moment, is a lesson, the learning or neglect of which means just so much gain or loss in character. The true way to broaden life is not by gazing idly around the horizon in search of some larger field, but by doing with all one's heart and soul the things that lie next one.

JOHN J. COLTON.

GEORGE C. OSGOOD.

JOHN A. SMITH.

JOHN J. GREEN.

REPORT ON PENMANSHIP AND DRAWING.

To the School Committee of Lowell:

THE Committee on Penmanship and Drawing present the following report.

For several years this Committee have presented an annual report to the Board, rather for the purpose of discussing the merits of the Free Evening Drawing School, than the teaching of penmanship and drawing in our day schools.

In regard to the latter, we would say that the teacher of penmanship and drawing, Mr. Harrison, has shown the same zeal in the discharge of his duties the past year, that has characterized him since his first connection with our public schools. Surely no one who attended the exhibition of drawing in Huntington Hall last June, and saw the specimens presented by our grammar and primary schools, can have any doubt of the excellence of his instruction; and if any one wishes to know what is being done in this department the present year, let him attend the next annual exhibition of drawing in this city.

The Free Evening Drawing School, although established only ten years ago, has already become so fixed an institution in our school system, that an annual report is no longer needed to sustain it in popular favor. The attendance last year was so large that this Committee were constrained to give notice in the annual announcement before the opening of the present term, that no applicant for admission to the school should be received after the opening of the school. This rule was rigidly adhered to, and of necessity, for there were present on the opening night, in the

Beginners' Architectural Class	69
Advanced Architectural Class	44
<hr/>	
<i>Carried forward</i>	113

<i>Brought forward</i>	.	.	.	.	.	.	.	113
Beginners' Machine Class	.	.	.	.	.	.	.	61
Advanced Machine Class	.	.	.	.	.	.	.	29
Free Hand Classes	.	.	.	.	.	.	.	189
Class in Modeling	.	.	.	.	.	.	.	25
Total	.	.	.	.	.	.	.	417

The school had done such good work in all its departments, year after year, as the increasing excellence of each annual exhibition over its predecessor testified, that on the opening night of the present term, 417 scholars were promptly on hand, through fear that there would be no room for them in the school.

For the present term we have secured the services of all the old teachers, Messrs. Kirkley Hyde and F. W. Stickney, and Miss Helen Wright and Mrs. E. D. Carney. We consider ourselves fortunate in securing this excellent corps of instructors. Where all are good, we do not care to discriminate by special reference to any *one*; but we would like to call attention to the work being done by Mrs. Carney in her class in modeling. This class was started two years ago, but the instructor for the first year did not succeed in interesting the scholars, and consequently Mrs. Carney commenced at a disadvantage. She had to do away with the impression that modeling could not be successfully taught in the school. Last year she began with a class of nineteen scholars, of whom seventeen continued through the term. The present term she commenced with twenty-five scholars, and she has a class of twenty-two at the time of this writing, the middle of the term. No one could visit her class in modeling, and see the scholars fashion from the shapeless clay most excellent copies of the best works of the old masters, without acknowledging the usefulness of the instruction.

But it is no longer necessary, as it was a few years ago, that the annual report of this department should prove or attempt to prove the usefulness of art education. That is now an established fact in all intelligent communities. That it is established here, the success of this school goes to show.

The expenses of the Free Evening Drawing School for last year were as follows :—

Instruction	\$3,146 16
Printing and Advertising	66 85
Gas	248 68
<i>Amount carried forward</i>	<u>\$3,461 69</u>

<i>Amount brought forward</i>	.	.	.	.	.	.	.	.	\$3,461 69
Janitor	.	.	.	.	.	.	.	.	103 75
Incidentals	.	.	.	.	.	.	.	.	164 50*
<hr/>									
Total	.	.	.	.	.	.	.	.	\$3,729 94

The Committee on Penmanship and Drawing thank the Board for granting the appropriation asked for for the present term, and assure them that if they will visit the Drawing School during the present session, or attend the Exhibition of Drawing in Huntington Hall next spring, that they will be satisfied that the money granted for this department is well spent.

LEONARD HUNTRESS, JR.
 CHARLES H. ALLEN.
 MICHAEL SEXTON.
 JOHN J. GREEN.
 SAMUEL A. CHASE.

*This sum (\$164.50) includes the cost of materials and labor in making drawing-boards, tables, and frames for use of school.

REPORT ON EVENING SCHOOLS.

To the School Committee of Lowell:

GENTLEMEN, — Your Committee desire to report, that one year ago they found the Evening Schools quite fully attended, and a good deal of interest manifested in them, both by teachers and scholars.

We found them distributed as follows: —

No. 1, for males and females, in basement of Green School-house.

No. 2, for males and females, in basement of School-house, corner of Central and Lyon Streets.

No. 3, for males, in Ward Room on Church Street.

No. 4, for males and females, in Mission School building, on First Street, Centralville.

No. 5, High School, for males and females, in hall of Worthen Street Primary School-house.

The above-named schools held regular sessions on Monday, Tuesday, Thursday, and Friday evenings of each week, until the last of February.

The amount expended for these schools was \$4,652.44. We believe that this money has been well expended, and that the results obtained will be of permanent value to the City.

These schools commenced again their sessions on the evening of Nov. 3, 1881, with nearly the same corps of teachers as were employed last winter, while the number in attendance remains much the same.

The whole number in attendance this year was 1,309, the average attendance being 500; while the whole number for the year before was 1,183, with an average of 498.

We believe there has been a marked improvement in the order and discipline of these schools; still, we cannot expect these scholars to exhibit the same decorum as we have in the day schools.

The method of instruction in these schools remains the same as last year.

In accordance with the suggestion of this Committee, in their last report, it was, after some delay, found advisable to open a separate evening school for the French scholars in the basement of the Primary School on Common Street, under the care of Mr. J. H. Guillet, with an able corps of assistants. Thus far, it has proved a success.

We believe that there is a large number of French scholars, between the ages of fourteen and eighteen years, in our city, who cannot speak English; and we hope that in the new Ward Room, talked of in Ward One, a suitable place will be provided for them, in which they can have an evening school, separate for this class of scholars.

We learn from some of the teachers that the scholars have improved very much in their lessons, and manifest increased interest in their desires to learn that which will prove of practical benefit to them in life.

Your Committee are fully convinced of the benefits derived from these schools, and we therefore recommend their continuance.

Herewith we present for your consideration a summary of the expenses, attendance, etc., of these schools for 1881.

SUMMARY.

SCHOOLS.	No. of Teachers.	Evenings Taught.	Whole Number.			Average Attendance.		
			Males.	Females.	Total.	Males.	Females.	Total.
High	2	62	33	32	65	15	8	23
No. 1	23	63	402	317	719	136	78	214
No. 2	16	61	230	42	272	104	30	134
No. 3	8	62	103		103	66		66
No. 4	8	63	103	47	150	45	18	63
Totals	57		871	438	1309	366	134	500

EXPENDITURES.

Paid to teachers of High School	\$ 171 00
Paid to teachers of other schools	3,422 00
Paid to janitors	440 00
Paid for lighting	215 42
Paid for printing and advertising	73 62
Paid for books and stationery	286 38
Paid for incidentals	44 02
<hr/>	
Total	\$4,652 44

GEORGE C. OSGOOD.

T. H. BRENNAN.

JOHN J. COLTON.

JOHN A. SMITH.

REPORT ON VOCAL MUSIC.

To the School Committee of Lowell :

GENTLEMEN, — Again it becomes necessary for the Committee on Vocal Music to make an annual report to this Board concerning this department of study.

In general terms, it may be said that the results which have been produced are fully as satisfactory as during any previous year. The special instructor, Mr. George F. Willey, has been habitually faithful and zealous in his work, while the regular teachers have as a rule carried out his suggestions in regard to practice and drill with commendable fidelity. We give below a tabulated statement of the appointments in accordance with which Mr. Willey has met the different classes of the schools, so that it will be seen the music lessons have been given by a regular plan. This custom has proved to be very beneficial to both teachers and scholars, since in this way all interested are enabled to know that at such a specified time a certain portion of the hour will be given to the musical exercise, and hence they must be prepared accordingly.

In our report of last year we expressed the hope that an opportunity might be afforded ere long, of giving a public exhibition of the system and manner in accordance with which music is taught in our schools. Such an occasion was offered during the month of June last. On the day appointed, the weather was very unpropitious, the rain fell heavily from morning until night, and hence circumstances seemed fatal to the enterprise. But notwithstanding all this, the project was carried through; and so far as the legitimate objects of the experiment were concerned, it was a success. We desire to extend to the teachers the thanks of the Committee for their zealous efforts in trying to carry out the wishes of the Committee at that time.

An exemplification of the manner in which music is daily taught in the schools was then given in Huntington Hall, from the classes

of the youngest primaries up through all the grades of the Primary and Grammar schools, to the graduating class of the High school. Notwithstanding the weather, a large number of citizens and parents were present throughout the entire exercise, which lasted nearly all day.

Two things were especially demonstrated on that occasion. First, our children are taught to sing in good tone and to avoid shouting, to sing promptly and not drag the rhythm; and secondly, to read music with remarkable facility. These two points were favorably commented upon by many intelligent listeners, who expressed great surprise and delight at what they had seen and heard. When a stranger may enter any of our school-rooms, and write upon the black-board in one, two, or three parts, according to the grade and that portion of the course belonging to that grade, and then divide the schools into different parts, and hear that exercise sung correctly at sight by syllables and by numerals, we affirm that these scholars have been taught *something* by *somebody*, and it requires but little candor to give credit where it is due. The occasion referred to was exceedingly pleasant both to pupil, teacher, and listener, as well as productive of good results.

Without discussing the relative merits of what are known as the "Fixed Do" and the "Movable Do" system, we will simply say that the latter method is the one in use here; and so long as satisfactory results are produced, there seems to be no need of change.

At the examination of applicants for certificates of qualification as teachers in February last, a knowledge of the rudiments of music was considered among the requirements. And at the last examination of candidates for admission to the High school, twenty questions relative to the fundamental parts of musical science were given, with the requirement that answers should be returned in writing. It was a matter of gratification and some surprise that so large a proportion of the questions were answered with accuracy.

Music is now considered a regular study in our curriculum; and there is but little need in these times to argue in its favor. To banish it would be a step in the wrong direction. Many homes in this city are brighter, many hearts are happier, and many young fresh lives are better equipped for the warfare of life, because music is taught in our public schools.

Like all large communities, we have the positively musical, the passively musical, and the negatively musical classes of children. The first are accustomed to sing at home and in Sunday school, take delight in singing, and are glad of an opportunity to learn more

than they know. The second possess talent which has never been developed by exercise, but needs only practice to insure wholesome growth. The third class is made up almost wholly of children who have in some way been discouraged, and made to believe they have no gifts in this direction, and who need oftentimes only encouragement to listen and to try to imitate, and who are to be attracted, not driven, to this study by patience and kindness on the part of those appointed to instruct. Those instances are very rare in which nature has not favored a child with at least some degree of talent and love for song. Perseverance and kindness here, as in other pursuits, will accomplish good and surprising results. Let the work go on in our schools; for although music may not arouse purely intellectual conceptions, "it stands," as has been well expressed, "for independent states of consciousness, it creates an atmosphere in which thoughts are born, it deals with the mystic states in which thought is steeped and colored."

SOLON W. STEVENS, *Chairman*,
GEORGE E. STANLEY,
JOHN J. COLTON,
GEO. C. OSGOOD,
M. SEXTON,

Committee on Music.

INSTRUCTION IN VOCAL MUSIC.

BELOW we present a tabular statement of the hours at which the schools were visited by the music teacher during the year.

HIGH SCHOOL.

TUESDAY AND FRIDAY.

Middle and Senior Classes	8.40
Junior Classes	9.05
One lesson omitted each month -- see Powell Street, No. 31.	

GRAMMAR SCHOOLS. — UPPER CLASSES.

ONE LESSON EACH WEEK.

Edson	Monday, A. M.,	9.50
“	“ “	10.25
“	“ “	10.45
“	“ “	11.05
Franklin	“ P. M.,	3.00
“	“ “	3.20
“	“ “	3.40
Bartlett	Tuesday, “	2.35
“	“ “	2.55
“	“ “	3.15
“	“ “	3.25
Mann	Wednesday, A. M.,	10.45
“	“ “	11.05
Moody	Thursday, “	10.15
“	“ “	10.40
“	“ “	11.05
Green	“ P. M.,	3.00
“	“ “	3.30
Colburn	Friday, “	3.15
“	“ “	3.37
Varnum	Saturday, A. M.,	10.15
“	“ “	10.40
“	“ “	11.05

PRIMARY SCHOOLS.

No.	STREET.	TIME.			September.	October.	November.	December.	January.	February.	March.	April.	May.	June.
			A. M.											
66 . .	Central	Monday,	8.30		6	4	1-29	. .	3-31	28	28	. .	2	27
71 . .	"	"	8.50		6	4	1-29	. .	3-31	28	28	. .	2	27
59 . .	"	"	9.10		6	4	1-29	. .	3-31	28	28	. .	2	27
51 . .	Church	"	8.35		20	18	15	13	17	14	14	18	16	13
9 . .	"	"	9.00		20	18	15	13	17	14	14	18	16	13
67 . .	Dover	"	2.00	P. M.	6	4	1-29	. .	3-31	28	28	. .	2	27
62 . .	"	"	2.25	"	6	4	1-29	. .	3-31	28	28	. .	2	27
34 . .	Branch	"	2.10	"	20	18	15	13	17	14	14	18	16	13
17 . .	"	"	2.35	"	20	18	15	13	17	14	14	18	16	13
69 . .	Worthen	Tuesday,	9.40	A. M.	7	5	2-30	. .	4	1	1-29	. .	3-31	28
29 . .	"	"	10.15	"	7	5	2-39	. .	4	1	1-29	. .	3-31	28
23 . .	"	"	10.35	"	7	5	2-30	. .	4	1	1-29	. .	3-31	28
12 . .	"	"	10.55	"	7	5	2-30	. .	4	1	1-29	. .	3-31	28

PRIMARY SCHOOLS — Continued.

No.	STREET.	TIME.		September.	October.	November.	December.	January.	February.	March.	April.	May.	June.
		Tuesday,	A. M.	11.15	7	5	2-30	.	4	1	1-29	.	3-31
8 . .	Worthen	Tuesday,		11.15	7	5	2-30	.	4	1	1-29	.	3-31
3 . .	Paige	"	"	9.40	14	12	9	7	11	8	8	12	10
18 . .	Central	"	"	9.50	21	19	16	14	18	15	15	19	17
13 . .	Carter	"	"	10.20	21	19	16	14	18	15	15	19	17
57 . .	"	"	"	10.42	21	19	16	14	18	15	15	19	17
20 . .	"	"	"	11.05	21	19	16	14	18	15	15	19	17
38 . .	Cabot	"	"	9.45	28	26	23	28	25	.	22	26	24
32 . .	Common	"	P. M.	2.00	7	5	2-30	.	4	1	1-29	.	3-31
26 . .	"	"	"	2.00	14	12	9	7	11	8	8	12	10
43 . .	"	"	"	2.00	21	19	16	14	18	15	15	19	17
11 . .	"	"	"	2.00	28	26	23	28	25	.	22	26	24
54 . .	Chapel	Wednesday,	A. M.	8.30	8	6	3	1	5	2	2-30	.	4
4 . .	"	"	"	8.50	8	6	3	1	5	2	2-30	.	4

PRIMARY SCHOOLS.—Continued.

No.	STREET.	TIME.			September.	October.	November.	December.	January.	February.	March.	April.	May.	June.
		Wednesday,	A. M.	9.15	8	6	3	1	5	2	2-30	.	4	1
21 . .	Chapel			9.15	8	6	3	1	5	2	2-30	.	4	1
7 . .	"	"	"	9.35	8	6	3	1	5	2	2-30	.	4	1
53 . .	Central	"	"	10.00	8	6	3	1	5	2	2-30	.	4	1
41 . .	Lewis	"	"	8.30	15	13	10	8	12	9	9	13	11	8
22 . .	"	"	"	8.50	15	13	10	8	12	9	9	13	11	8
44 . .	"	"	"	9.10	15	13	10	8	12	9	9	13	11	8
73 . .	Little Canada	"	"	8.30	22	20	17	15	19	16	16	20	18	15
14 . .	High	"	"	9.15	22	20	17	15	19	16	16	20	18	15
25 . .	"	"	"	9.35	22	.	17	15	19	16	16	20	18	15
50 . .	Grand	"	"	10.10	22	20	17	15	19	16	16	20	18	15
45 . .	Rock	"	"	8.30	29	27	24	29	26	23	23	27	25	22
40 . .	"	"	"	8.55	29	27	24	29	26	23	23	27	25	22
16 . .	Fayette	Thursday,	"	8.35	9	7	4	2	6	3	3-31	.	5	2-30

PRIMARY SCHOOLS. — Continued.

No.	STREET.	TIME.			September.	October.	November.	December.	January.	February.	March.	April.	May.	June.
			A. M.											
15 . .	Elliott	Friday,	11.05		10	8	5	3	7	4	4	1	6	3
. . . .	. . . . .	"	"		17	15	12	10	14	11	11	15	13	10
31 . .	Powell	"	8.30		24	22	19	17	21	18	18	22	20	17
1 . .	"	"	8.50		24	22	19	17	21	18	18	22	20	17
28 . .	Howard	"	9.20		24	22	19	17	21	18	18	22	20	17
24 . .	"	"	9.40		24	22	19	17	21	18	18	22	20	17
64 . .	London	"	10.15		24	22	19	17	21	18	18	22	20	17
68 . .	Agawam	"	10.45		24	22	19	17	21	18	18	22	20	17
. . . .	"	"	11.10		24	22	19	17	21	18	18	22	20	17
39 . .	Charles	"	9.40		.	1-29	26	31	28	25	25	29	27	24
42 . .	Ames	"	2.00	P. M.	10	8	5	3	7	4	4	1	6	3
27 . .	"	"	2.23	"	10	8	5	3	7	4	4	1	6	3
33 . .	Lawrence	"	2.55	"	10	8	5	3	7	4	4	1	6	3

PRIMARY SCHOOLS. — Continued.

No.	Street.	Time.			September.	October.	November.	December.	January.	February.	March.	April.	May.	June.
			A. M.											
56 . .	Lawrence	Friday,		2.00	17	15	12	10	14	11	11	15	13	10
. . .	Middlesex Village	"	"	2.00	24	22	19	17	21	18	18	22	20	17
19 . .	Charles	"	"	2.00	.	1-29	26	31	28	25	25	29	27	24
60 . .	West Sixth	Saturday,	"	8.30	11	9	6	4	8	5	5	2	7	4
61 . .	"	"	"	8.53	11	9	6	4	8	5	5	2	7	4
55 . .	"	"	"	9.15	11	9	6	4	8	5	5	2	7	4
48 . .	"	"	"	9.37	11	9	6	4	8	5	5	2	7	4
46 . .	Myrtle	"	"	8.35	.	2-30	27	.	29	26	26	30	28	25
47 . .	"	"	"	8.35	18	16	13	11	15	12	12	16	14	11
2 . .	Varnum Avenue	"	"	8.45	25	23	20	18	22	19	19	23	21	18
58 . .	Mammoth	"	"	9.30	25	23	20	18	22	19	19	23	21	18

REPORT OF THE SUPERINTENDENT.

Gentlemen of the School Committee:

IN compliance with the requirements of your Rules, I respectfully present the following report for the year 1881.

SUMMARY OF STATISTICS.

Value of real and personal property	\$42,785,735
Population (1880)	59,485
Estimated (1881)	63,000
Number of polls	14,384
Increase for the year	295
Number of children in the city between five and fifteen years of age, May 1, 1881	10,024
Ward One, 1,701; Ward Two, 1,250; Ward Three, 2,226; Ward Four, 1,470; Ward Five, 1,966; Ward Six, 1,411.	
Increase for the year	903
Number of public schools	91
One High, eight Grammar, one Intermediate, two Mixed, and seventy-nine Primaries.	
Increase for the year	0
Number of teachers employed in them	160
High School: two males, eight females	10
Grammar Schools: eight males, fifty-eight females	66
Intermediate School: one female	1
Mixed Schools: two females	2
Primary Schools: seventy-nine females	79
One teacher of penmanship and drawing	1
One teacher of vocal music	1
Increase for the year	0
Number of temporary assistants employed on account of fulness of school (all in the Primary Schools)	12
Average number of scholars belonging to all the schools	6,687
High, 372; Grammar, 2,542; Intermediate, 47; Mixed, 55; Primary, 3,671.	

Average attendance in all the schools	6,077
High, 357; Grammar, 2,346; Intermediate, 40; Mixed, 48; Primary, 3,286.	
Average number belonging to each teacher	42
High, 35.7; Grammar, 38.5; Intermediate, 47; Mixed, 27.5; Primary, 42.5.	
Average per cent. of attendance	91
High, 87; Grammar, 92; Intermediate, 85; Mixed, 87.3; Primary, 89.5.	
Average cost of each scholar, for tuition only, based on the average number belonging	\$15 56
High, \$27.263; Grammar, \$18.383; Intermediate, \$14.91; Mixed, \$23.33; Primary, \$12.312.	

The salaries of the teachers of music and penmanship are divided among the different grades of schools in proportion to the time spent in them.

RECEIPTS AND EXPENDITURES.

RECEIPTS.

Balance undrawn Jan. 1, 1881	\$ 8,694 24
Appropriated and assessed	135,000 00
Received from transfer	14,317 45
Received from other sources	1,755 66
	<hr/>
Total amount standing to the credit of schools	\$159,767 35
	<hr/>

EXPENDITURES.

Paid for instruction to teachers of day schools :

High School	\$9,440 00
Grammar Schools — Bartlett	\$6,012 50
Colburn	5,092 00
Edson	7,914 25
Franklin	5,030 00
Green	5,950 25
Mann	4,391 38
Moody	6,114 88
Varnum	5,040 00
	<hr/>
	45,545 26
Intermediate School	600 00
Mixed Schools	1,207 50
Primary Schools	44,981 36
Teacher of Penmanship and Drawing	1,200 00
Teacher of Vocal Music	1,080 00
	<hr/>
Total paid for instruction in day schools	\$104,054 12
	<hr/>
Amount carried forward	\$104,054 12

Amount brought forward . . . , . . . \$104,054 12

There were also paid for Evening Schools :

For instruction	\$3,361 00
* Books, etc.	53 21
Janitors	478 00
Lighting and incidentals	332 01
	<hr/> \$4,224 22

Evening Drawing Schools :

For instruction	\$3,053 93
Janitor	105 00
Lighting and incidentals	578 77
	<hr/> 3,737 70

Mill Schools	130 45
Janitors for day schools	9,764 64
Fuel	8,224 17
Water	838 04

Bills of Superintendent Public Buildings for lumber, making and repairing furniture, and labor generally	1,104 49
Printing and advertising	636 92
Books, charts, etc., for general use	287 70
Books for indigent children to July	1,139 27
Printing, binding, and distributing school reports	459 54
Free text-books	14,463 11
Incidentals on account of same	398 56
Taking school census	282 40
Drawing School exhibition	177 05
Repairs	2,382 67
Rifles for High School	337 00
Military instruction	50 00
Incidentals on account of same	23 50
Instruction of twelve children at "Navy Yard" School, Dracut	48 00
Rent	196 00
Salary of Superintendent Public Schools	2,200 00
Salary of Truant Officers	1,500 00
Incidentals	3,107 80

55,713 23

Total expenditures	\$159,767 35
Balance undrawn Jan. 1, 1882	00 00

*Not including \$229.38 on Free Text-Book account.

SCHOOL-HOUSES.

Balance undrawn Jan. 1, 1881	.	.	.	.	.	.	.	\$ 5,881 06
Appropriated and assessed	.	.	.	.	.	.	.	42,000 00
Received from all other sources	.	.	.	.	.	.	.	3,408 17
								<hr/>
Amount standing to the credit of school-houses	.	.	.	.	.	.	.	\$51,289 23
Expenditures	.	.	.	.	.	.	.	49,443 51
								<hr/>
Balance undrawn Jan. 1, 1882	.	.	.	.	.	.	.	\$1,845 72
								<hr/>

Two new school-houses have been built this year; one on Kirk Street, the other on Pine Street. The former furnishes accommodations for Primaries No. 1 and No. 3. The latter, not yet accepted, is for the accommodation of the Grammar School on Branch Street.

The Kirk Street school-house was finished in March, and taken possession of without ceremony at the beginning of the April term. This building, æsthetically viewed, is not handsome. The shallow recesses in the front wall are for terra-cotta medallions and a tablet. When these are set, the front will present a better appearance. The problem presented to the Building Committee, was to furnish two school-rooms, each of which should be about thirty-five feet long, twenty-four feet wide, and twelve feet high, to be lighted on one side only, to the left of the scholars, and so arranged that all the seats should be fully and equally lighted. With regard to the stairways, coat-rooms, conveniences in the basement, and other matters connected with the structure, it was desirable that they should not affect the lighting or the ventilating of the rooms. By placing the stairways, coat-rooms, and entries on the sides of the building in front, the plan of lighting was entirely changed. There are now three windows in the back of the room, where there should be none, and four on the side close together with spaces between of about a foot. The rooms are *telescoped* into the entries, and consequently the seats are *unequally lighted*.* Still, with all their shortcomings, the rooms are the most comfortable in the city.

DESCRIPTION OF HIGHLAND SCHOOL.

The School-house on Pine Street is finished and ready for the Franklin School. The following description of it is furnished by

* "In the recent International Educational Congress at Brussels [held last summer], fifteen papers on hygiene in schools were presented by specialists

the architect, who may well be congratulated on its beautiful appearance and the arrangement of rooms.

The School-house is constructed of common brick of a dark color laid in black mortar, with trimmings of Nova Scotia brown-stone.

The dimensions of the main building are: ninety-four feet front, sixty-two feet in depth, and about sixty feet from the grade to the ridge.

There are also two projections containing the staircases, entrances, etc., the one in front being fourteen feet by forty-six, and the one in the rear, nineteen by forty-six.

The building is so arranged, that two or four rooms can be built on in the future, should they be needed; the coat-rooms for same having been built into the present building.

The structure is two stories high, with a high roof, which is supported by four heavy hard pine trusses. The space under the roof is so arranged and lighted, that it may be finished into a large hall if necessary.

The main entrance on Pine Street, and the two side entrances, are handsomely finished in oak.

The floor of the basement is cemented and is ten feet in the clear. Two flights of stairs lead from basement to the first story.

The front and side doors are of oak and open *outward* for safety in case of fire.

The vestibules are finished in oak.

The main hall is sixteen by twenty feet square, from which a corridor, nine feet wide, runs through to the rear hall, which is twenty feet square, thus affording ample space for the movements of the scholars.

There are four school-rooms on each floor, making eight in all. Connected with all the rooms are coat-rooms for the scholars, each of which contains sixty clothes-hooks. The dimensions of the coat-rooms are five by eighteen feet, with two doors, one opening into the school-rooms and one into the hall or corridor.

from Belgium, France, Great Britain, Hungary, Holland, Russia, and Switzerland; still other papers were presented in substance. Long and earnest discussions followed, and certain declarations were made; as for instance: (1), that class-rooms should be lighted on one side only, to the left of the scholars, and so arranged that all the seats should be fully and equally lighted; and (2), that the size of a class-room for fifty pupils (the extreme number) should be about thirty feet by twenty-four and a half feet."—*Dr. Eaton, Commissioner United States Bureau of Education.*

Each school-room has a teachers' closet, and on the first floor there are two private rooms, one for the Principal, and one for a reception room.

The rooms are twelve feet in the clear, with six windows for each room, the dimensions being twenty-eight by thirty-seven feet, with ample black-board space.

There are two ventilators for each room, one at the top, and one at the bottom of same.

There are four staircases leading from first floor to roof story, each five feet wide, with easy rise and tread, sheathed and furnished with hand rail and ornamental capping.

The building is finished in clear Michigan pine throughout, finished in the natural wood with oil and filling.

The beams in main hall-ways are cased and finished in an ornamental manner with brackets and pilasters.

The roof is slate-covered, red slate being used on a portion of the front gable over the main entrance.

The gutters and conductors are of galvanized iron.

There are five gilded sunflowers which ornament the four corners of main roof and point of front gable.

The ventilators and belfry are ornamental in design, and, with the dormer windows and gable, break up the roof, producing an agreeable effect in outline.

The general effect is simple and quiet, the building depending upon its general outline for whatever good appearance it may have.

The architect was Mr. Frederick W. Stickney; the general contract was given to Cyrus P. Barclay, by whom the different departments of the work were sub-contracted by the consent of the Committee; the foundation was done by Luther Kittredge; the brick-work, by Frederick Frye; slating, by Robert Goulding; heating apparatus, by H. R. Barker; plumbing, by T. R. Garity; and plastering, by S. D. Butterworth.

The contract for the building, not including the heating apparatus, was a little over \$28,000.

During the latter part of 1880, an agent of the State Board of Health visited the city, for the purpose of investigating the sanitary condition of our school-houses. He examined some of them quite thoroughly, and made his report, which did not reach us for about a year. The criticisms made by the agent were generally fair, though there were some loose charges; as, "The reason given that better school accommodations [in Little Canada] would be unappreciated,

hardly seems to be a good and sufficient one." If this refers to privies, it is just, for those accommodations are insufficient in nearly all cases of two-room wooden school-houses. Complaints of such accommodations have been repeatedly made, but with little effect. Of Little Canada the agent says: "The building proper is fresh, and seems in good condition; both privies and urinal are rather filthy already." There is no urinal there. There are nearly twenty school-houses in the city where the accommodations are no better than those on Cheever Street. Within six weeks I have visited all the places referred to in the report, and have, without exception, found them clean. What their condition was the day after I visited them, I cannot tell, but some of the worst of them were visited several times. The agent's report closes with saying, that "a great proportion of the present dirty state of things may be entirely remedied by adequate and intelligent janitor service," which is very true.

The jurisdiction of janitors has been a much discussed subject during the last five years. Scarcely any party doubts that, as the janitors work for the School Committee, and are paid out of the appropriation for schools, the School Committee should have charge of them. The Committee on Lands and Buildings claim, however, that the Statutes, City Charter, and City Ordinances have placed in their hands the whole power of appointing, prescribing the duties, and fixing the pay of, janitors. This position was not taken till within a few years. In the Rules of the School Committee for 1871, Sec. IV, page 34, it says: "The principals of the several schools shall employ some person to sweep and wash their school-rooms, and to make the fires in the same, where heated by stoves. There shall be paid per term for sweeping the High School rooms, ten dollars; the Grammar and Primary School rooms, for each room, one dollar; and for building fires in Primary Schools, three dollars per year. An amount, not exceeding one dollar per term, shall be allowed for cleaning school-rooms, when authorized by the Superintendent." The power of the Committee in this matter was exercised from the incorporation of the town in 1826 to 1872. At the regular meeting of the Committee in January of 1871, a resolution was adopted, requesting the Committee on School-houses to consider the expediency of employing persons to take care of and build fires in all the school-houses in the city, under the direction of the Superintendent of Public Buildings. In June of the same year,

the Committee on School-houses reported that arrangements had been made with the above officer, by which all the school-buildings and their premises had been placed under the charge of janitors. When the Committee lost their rights in the matter, hath not yet appeared.

Two months ago, a vote was passed in committee, to request the City Council to alter the ordinance relating to the charge of public buildings, so that the janitors should be paid out of the appropriation of the committee having them in charge. At the request of the City Auditor, I wrote the ordinance, which was reported favorably upon, but amended so as to give to the Superintendent of Public Schools the whole power over the janitors. At the last meeting of the City Council, the whole matter was indefinitely postponed. I suggest that another effort be made to obtain such charge of the janitors, as will give the Committee power to discharge incompetent or improper persons doing this service.

The most important matter in connection with the school-houses, is *ventilation*. The appropriation for school-houses should be sufficient to allow at least two thousand dollars for this purpose. The High School-house and Franklin School-house need immediate attention. Last year I recommended that all the school-rooms in Ward Five be visited at an early date, and if possible, while the schools were in session, for then only can the necessity for full ventilation be recognized. I renew this recommendation, and ask that the Race-street rooms be visited as soon as possible, the building and location being unsuitable for school purposes.

There is need of more Grammar-school accommodations in Ward Three. The Edson School, at the close of last term, reported the average number belonging to each room (eleven in all) to be fifty-three. The number reported present during the first week of the current term was five hundred and forty-three. I suggest that by adding to the lot of land now owned by the city on Carter Street, there would be room enough for a school-house that would accommodate the primaries on that street, and five or six grammar departments.

There should also be furnished accommodations for small children in the neighborhood of Westford, Grand, and Chelmsford Streets. Primary No. 77 now occupies the school-house on Grand Street, the former quarters of No. 28, and No. 28 on Howard Street is overcrowded.

SCHOOLS.

There has been no change worthy of special mention, either in the grading of the schools, or in their management. The teachers all show the same spirit that was manifested by them during last year, and there has been no lack of interest anywhere perceptible. The practice of using books other than those prescribed in the list of text-books has been kept up, and the results have been most satisfactory where the greatest liberty has been allowed in the use of them. Some of the teachers have been fortunate in securing quite a variety of books for teaching the youngest children, and their schools are almost always the pleasantest to visit. Among supplementary reading primers, there is the greatest call for those that seem supremely silly to people of mature age; but to teachers who are skilful in the art of teaching the youngest children from the blackboard and the chart, these little books, which are designedly made simple, are very great helps. The progress made by such helps is truly wonderful, and is a strong contrast to the progress made by the old, tedious method of dragging children through the alphabet and the spelling-book, compelling them to utter words without meaning to their infant minds, and sounds without music to the ear.

In the first half of the year many of the schools were so large that assistants were employed, to help the teachers get through their daily work. To these assistants, the higher classes were generally assigned, that the younger children, who needed the most careful and patient training in their first steps in reading, might have the best helps and the most skilful guidance. But with all the pains taken in a large school, and with the largest stock of patience to draw upon, the child's progress is necessarily slow. The multitude confuses both teacher and pupil, and it is a hard matter for the teacher, at times, not to show impatience and even irritation. A resort to discipline is found necessary, when the fault lies wholly in the crowded condition of the school. The rule that requires all cases of discipline to be recorded, comes to the aid of the child, and quiet is with difficulty restored. To avoid this bad state of things, it was decided at the commencement of the present term, that no assistants should be employed in any room with another teacher, because of the great harm arising (both in a sanitary and an educational point of view) from having too many persons in one room. This arrangement has been preferred to the other by the teachers, and I believe

the amount of teaching done, has been quite as great as with the help of assistants.

The number of schools under the supervision of the Committee is the same as last year (ninety), one having been discontinued in July, and another established at the last meeting of the Board. Besides these, are the Evening Schools and the Drawing Schools kept in the winter, the Mill Schools in the summer vacation, and the Reform School at the City Farm.

REFORM SCHOOL.

As the size of this school depends upon circumstances beyond the control of the Committee, it seems hardly necessary to say more, than that it is in the hands of an excellent manager, and that whatever may be done in any school towards reforming the wayward, is done most effectually in this school. In last year's report, I gave a table which showed the amount of work he does and the order of doing it. He deserves the gratitude of the community for his earnest labors in an unpromising field.

The following statistics have been furnished me, and give some idea of what his duties must be.

The number of pupils in the school, Jan. 1, 1881, was	62
Committed during the year	56
Discharged during the year	62
Number now attending	74
Average monthly attendance	67
Number instructed during the year	158
Pupils in the school not under sentence	41
Males, 28; females, 13.	
Committed for the first time	42
There were committed for Larceny	12
Vagrancy	12
Truancy	23

Of the whole number committed, only nine have failed of excellent deportment. Children are sent here from Chelsea, Somerville, Fitchburg, Marlborough, Woburn, and several other towns in the county. The large number of pauper children is suggestive.

MILL SCHOOLS.

Two Mill Schools were kept during the summer vacation, — one in the Colburn School-house, by Charles S. Clark; the other in the

lower room of the school-house on Cabot Street, by Misses Harrihan and McOwen.

The number of pupils attending the Colburn School-house	
was	51
Average attendance	12½
The number attending the Cabot-street School was	57
Average attendance	14

Each school was taught six weeks.

Paid for tuition	\$120 00
Incidentals (not including janitors)	10 45
<hr/>	
Total	\$130 45

INTERMEDIATE SCHOOL.

On account of the crowded condition of Primary No. 31, it was deemed advisable, at the commencement of the last term, to send the Second Class into the Intermediate School above, where there was sufficient room to accommodate them. Miss Hamblett gracefully yielded to circumstances and discharged faithfully her increased responsibilities. Her school is large, in good condition, and, it is hoped, will find a welcome in the new school-house on Pine Street, when it shall be opened to scholars. By transferring her scholars to that house, room will be made for the scholars now crowded into Primary No. 31, and her own classes may easily be merged in the Grammar school. It is important that action should early be taken in this matter, in justice to the school and its teacher.

MIXED SCHOOLS.

These schools are under the charge of the same teachers as last year, and are in very good condition.

PRIMARY.

The number of Primary schools is the same as at the close of last year. The school over the blacksmith's shop on Gorham Street, No. 78, having been discontinued in July, its scholars returned to Primary No. 39, on Charles Street, from which it was formed. To offset this, a school was opened in the hall of the Common-street School-house in October, to relieve the crowded schools on Cheever, Cabot, and Race Streets. It took the number of the school discon-

tinued, seventy-eight. Its average number belonging during the term was thirty-eight. It will rank with No. 36 on Cabot Street, as a school of the upper grade. Until now, No. 36 has been the only school of the upper grade north of Merrimack Street, six Primaries being tributary to it. The two schools on Cheever Street are ranked as ungraded schools, but they promote to No. 36 as fast as they find it practicable. The average number belonging to the eleven schools on Common, Race, Cabot, and Cheever Streets, during the term just closed, was 654, or sixty to each teacher. More than one-fourth of these children were reported as children who had *never* attended school before this term.

No Parochial school has yet been opened on Suffolk Street, though the rooms have been ready for occupancy for a year. The time now fixed for opening, is September, 1882. Had the school been opened as expected, all the schools west of Worthen Street would have been greatly relieved.

The schools south of Charles Street, some of which were crowded in the spring term, were equalized as to number of scholars in the fall term, as nearly as it could be done; the largest number belonging being fifty-six in No. 59 on Lyon Street, a school of the middle grade. The number of scholars that never attended school before this term, in the seven schools of the lower grade in this district, is eighty-seven less than in the five schools of the same grade in the northwest part of the city.

There are two schools in Ward Four, one on Dover Street, the other on Howard Street, for whose relief immediate steps should be taken. I had intended to send the upper class in No. 62 on Dover Street to the Franklin Grammar school on its removal to the new school-house on Pine Street, but must await developments before suggesting anything else. For the school on Howard Street, I see no relief except in a new building.

The number of scholars promoted to the Grammar schools in September, was 809.

The Primary schools are in a very good condition, with few exceptions.

The changes in teachers are, —

RESIGNED.

Miss Worthley, Primary No. 15; Miss Frye, Primary No. 30; Miss Scott, Primary No. 48; Miss Gilman, Primary No. 78.*

* Discontinued.

ELECTED TO VACANCIES.

Miss McEvoy, Primary No. 15; Miss O'Grady, Primary No. 30; Miss Davis, Primary No. 48; Miss Hardy, Primary No. 78.†

The five Primaries on Worthen Street reported two hundred and twenty scholars belonging at the close of the term. In case of a resignation of one of the teachers there, the schools might easily be re-arranged, and made into four of about fifty-four scholars each.

GRAMMAR SCHOOLS.

With regard to these schools the most noticeable points are, their increase in size, and the examinations for promotion to the High school in July. The reports for the term ending Dec. 24, show that there were one hundred and forty-nine more scholars belonging to these schools at the close of the term, than at the corresponding time last year. The Green had about sixty more than last year. It is very evident that there has been a rapid and steady increase in the number of scholars in every section of the city, but more especially in those localities where the manufacturing companies are extending their works. Should this increase continue, the opening of the Parochial school on Suffolk Street would be a great relief.

The Edson school was so much inconvenienced by the number of scholars sent to it from the Primaries, that it was found absolutely necessary to regrade the classes. This was done by the sub-committee, with the aid of the Superintendent and principal, and the result has proved quite satisfactory.

There were sent from the Grammar schools to be examined for admission to the High school, one hundred and eighty-one scholars. Nearly all were admitted. The subjects upon which they were examined were, Music, Drawing, Writing, Reading, Spelling, Geography, History, Grammar, and Arithmetic. Perfect rank was 180. The highest rank attained was 173.7. Several years ago, I printed tabular statements of the relative rank attained by the scholars of the different schools, to encourage the teachers to a healthy emulation. Believing that the effect of such a showing was an injury to certain schools, I discontinued the practice. I cannot, however, refrain from presenting the results of an examination of the rank attained in Arithmetic, withholding, however, the names of the schools.

† Established.

1st in rank	.	.	Sent 23	.	.	Average rank 18.3
2d	"	.	" 14	.	.	" " 17.7
3d	"	.	" 36	.	.	" " 15.2
4th	"	.	" 34	.	.	" " 15.1
5th	"	.	" 27	.	.	" " 11.9
6th	"	.	" 24	.	.	" " 11.8
7th	"	.	" 15	.	.	" " 11.8
8th	"	.	" 8	.	.	" " 10.5

All other things being equal, the smallest school should be the most successful. As a good knowledge of Arithmetic is necessary to success in the High-school studies, the inference is, that many admitted on a low rank, must fall out by the way. Only one hundred and fifty-one of those who were admitted, entered the High school. It should be mentioned, however, that it was necessary to send away as many scholars as possible, from the Grammar schools, to make way for others following them.

I believe that, on the whole, I must speak well of the Grammar schools, for I am sure that all the teachers have labored earnestly for the good of the schools under their charge.

CHANGES.

Miss Pike, a very conscientious and faithful teacher for more than thirty years, resigned her position as assistant in the Bartlett School in July. Miss Alice R. Johnson, an excellent teacher in the Green School, resigned in July, and Miss Alice L. Keese was appointed to fill the vacancy. At the last meeting of the Board, Miss Keese, and Miss Hanaford of the Varnum School, were allowed to exchange places.

Miss Helen Haggett, assistant in the Moody School for fifteen years, was sick at the commencement of the school-year in 1880. She never recovered from her sickness. She died, after much suffering, in May. The Board recognized her long and faithful services in appropriate resolutions. Alice M. Sanborn was elected to the vacancy in the Moody School.

HIGH SCHOOL.

This school has never had a more successful year, than the one now closing. The attention to study has been good, and the results are shown in the admission of candidates to Harvard. Four were admitted without a condition and with three honors. Four others passed the preliminary examination. Besides, there were sent, one

to Brown University, one to Bates College, and two to the Massachusetts Institute of Technology. The standing of the Lowell High School is recognized in all the High schools in the State.

During the last term, which is four-fifths of the first half of the school-year, about thirty avowed their purpose of preparing for college. It was necessary to form these into a class, and to put into their hands such books as are recommended by the faculties of the colleges for which they intended to prepare. It may be, that of the thirty who declared their intentions, many will fall away, but their claim to proper instruction must be recognized. The laboratory has been used as a class-room this term, but is being fitted up for a class in Analytical Chemistry.

Military Instruction has been made a compulsory study. About one hundred and eighty boys have been drilled by a competent master, and a very excellent battalion has been formed under his direction. Instruction will in a few months, perhaps weeks, be given by Mr. Coburn, who is taking as much interest in the new study as the boys.

ORDER OF EXERCISES.

ORCHESTRA. — Selections from "La Favorita" *Donizetti.*

SINGING. — Cast Thy Burden. — From "Elijah."

SALUTATORY *Written by John J. Hogan.*

JOHN J. HOGAN.

THE SCHOOLMASTER IN LITERATURE *Written by Laura B. Clough.*

LAURA B. CLOUGH.

GLEES. { The Bells of St. Michael's Tower *Knyvett.*
Breathe Soft, Ye Winds *Paxton.*

IRISH DISTURBANCE BILL *Daniel O'Connell.*

CLARENCE L. KIMBALL.

THE FOOL'S PRAYER.

CARRIE A. JOCKOW.

OLIVER WENDELL HOLMES *Written by Gertrude D. Hunter.*

GERTRUDE D. HUNTER.

AS YOU LIKE IT. — Act I, Scene 1 *Shakspeare.*

GUILT CANNOT KEEP ITS SECRET *Webster.*

WALTER TUTTLE.

DISCIPLINE OF DIFFICULTIES *Written by Jennie L. Hartwell.*

JENNIE L. HARTWELL.

GLEE. — Five Times by the Taper's Light *Storace.*

SPEECH OF BLACK HAWK.

CHARLES H. MCINTIRE.

ORCHESTRA — Blue-bird Polka.

PICCOLO SOLO	. . . . .	<i>Bosquet.</i>
	W. E. OWEN.	
WAECHTERRUF	. . . . .	<i>Nach Hebel.</i>
	GRADUATES OF GERMAN CLASS.	
RUINS	. . . . .	<i>Written by Marion S. Keyes.</i>
	MARION S. KEYES.	
A SPECIMEN OF AMERICAN ELOQUENCE.		
	ZELLA B. HIRSHFIELD.	
GLEE. — High School March	. . . . .	<i>Veazie.</i>
WOMAN'S WORK	. . . . .	<i>Written by Augusta B. Ward.</i>
	INA D. PRATT.	
THE POLISH BOY	. . . . .	<i>A. S. Stephens.</i>
	HENRY A. PINDAR.	
HENRY DAVID THOREAU	. . . . .	<i>Written by Kate E. Johnson.</i>
	KATE E. JOHNSON.	
THE YOUNG SOLDIER	. . . . .	<i>From the French of Lamennais.</i>
	GRADUATES OF FRENCH CLASS.	
"HE BUILDED BETTER THAN HE KNEW"	. . . . .	<i>By Gertrude D. Hunter.</i>
	GERTRUDE D. HUNTER.	
PUBLIC STATION, WITH VALEDICTORY ADDRESS	. . . . .	<i>Written by</i>
	JULIAN L. WHITESIDE.	
PRESENTATION OF CARNEY MEDALS.		
	BY CHARLES H. ALLEN, ESQ.	
PRESENTATION OF DIPLOMAS.		
	BY HIS HONOR, THE MAYOR.	
SINGING OF CLASS ODE	. . . . .	<i>Written by Emily L. Brown.</i>

O'er our hearts a deep sadness is stealing,
 As we think we are schoolmates no more;
 And we feel that the time is fast flying,
 That too soon will our parting be o'er.
 Fond memories around us still linger
 Of happy days spent in the past;
 But with sorrow our thoughts too are mingled,
 That the moments are fleeting so fast.

Thus far we have journeyed together,
 All too swift have the years rolled away;
 Though our paths in the future may widen,
 May our friendship be firm as to-day.
 We know not the journey before us,
 What sorrows or griefs it shall bring;
 But though clouds darkly lower we'll not tarry,
 For sunshine from shadow will spring.

And through life, though our pathways may differ,
 May the bond that unites us be strong;
 And though far apart we may wander,
 May we cherish these bright moments long.

And at last, when our life here is ended,
 When our troubles and trials are o'er,
 May we meet in that fair, happy haven,
 Where our band shall be broken no more.

PRAYER AND BENEDICTION.

CARNEY MEDAL SCHOLARS.

Justin N. Dows.	Hattie S. Simpson.
Henry Martin.	Gertrude D. Hunter.
Edwin B. Stiles.	Marion S. Keyes.

GRADUATES FOR 1881.

FOUR YEARS' COURSE.

Joseph Parker Battles.	Edith Coburn.
Justin Newell Dows.	Gertrude Darling Hunter.
William Durgin Fuller.	Anna Estelle Jenison.
Cyrus Wendell Irish.	Carrie Adelia Jockow.
Clarence Livingstone Kimball.	Kate Elmira Johnson.
Henry Martin.	Mary Francis Kimball.
Charles Herbert McIntire.	Jennie Gertrude Libbee.
Julian Lincoln Whiteside.	Alice Parker.
Etta Alberta Bissell.	Olive Ellen Plaisted.
Laura Bell Clough.	Augusta Battles Ward.

THREE YEARS' COURSE.

William George Booth.	Marion Sinclair Keyes.
William Edward Hall.	Lizzie Robinson Murphy.
John Joseph Hogan.	Minnie Elizabeth Packard.
Henry Augustine Pindar.	Susie Strong Paddock.
Edwin Byron Stiles.	Alice Augusta Penniman.
Walter Tuttle.	Jessie Fremont Piggott.
Emily Louise Brown.	Ina Delia Pratt.
Ida May Clough.	Ella Frances Quinn.
Nellie Ames Coburn.	Adelaide Louise Richardson.
May Belle Dodge.	Hattie Smith Simpson.
Eliza Gleason.	Carrie Stone.
Jennie Louise Hartwell.	Florence Hall Whittier.
Zella Bertha Hirshfield.	Henrietta Shapleigh Willey.
Ida Maude Wright.	

FREE TEXT-BOOKS.

At the first regular meeting of the Board in January, it was voted to introduce the Free Text-Book system into the public schools, at the commencement of the school-year in September. After the

preliminary steps had been taken, considerable difficulty was experienced in deciding upon a plan for distributing the books. After prolonged discussion, the Committee finally

Resolved, — 1st, That the Committee on Books and Supplies be authorized to purchase, on account of the city, directly from the publishers or other persons, at their discretion, all books and stationery to be used in the public schools.

2d, That the same Committee be instructed to secure necessary accommodations and assistants for supplying the schools for the months of September, October, and November.

The Committee on Text-Books and Supplies afterwards appointed the Chairman and Superintendent of Schools a committee to carry into effect the vote of the Board. The matter of purchasing books was entrusted to this committee. After looking over the ground, Mr. Frank Merrill was employed as distributing agent, and the back part of his store was selected as a suitable place for storing the articles purchased. The Superintendent immediately ordered what was needed. The books arrived slowly, because of the inability of the publishers to fill our large orders promptly. As fast, however, as the books of the kinds not in stock could be bound, they were forwarded.

The work of distribution commenced on the opening of the term, and proceeded quietly and without interruption until the agent was taken sick, Oct. 10. After that time, the business was conducted by Mr. Merrill, the father of the agent, assisted by a young man of little experience. The agent was confined to his house six weeks. During a part of his absence, an experienced clerk was employed, and there was less trouble. At the end of November, it was thought best by the purchasing committee to ask that Mr. Merrill might be continued agent another month, which was granted.

Owing to the press of business in his store Christmas week, the report upon the distribution of books was not received until Friday noon, Dec. 23. It came with a mass of orders and vouchers so great that no full report of Mr. Merrill's transactions could be made. Inventories of books received were sent in by the teachers, and a complete report will be made as soon as possible. The text-books and supplies remaining in the agent's hands have been removed to the hall near the Truant Office, and the business will hereafter be done by the Superintendent.

With regard to the system, I shall have little to say until I have

seen it in full operation. Many difficulties have attended its introduction, chiefly from inexperience, and it will be a year or more before matters will run smoothly. Some of our Grammar schools are large, and some small; and the size and variety of classes make it almost impossible to adopt, at once, any plan for supplying schools with just the right number of books. The teachers are, I believe, with few exceptions (I know of *none*), pleased with the system, and I am confident that in a year or two there will be but one opinion with regard to its advantages.

ATTENDANCE.

Last year I reported the per cent. of attendance as not differing materially from that of the last twenty years. The *number* of scholars, however, has been steadily increasing, and was, at the close of the term just completed, larger by three hundred than at the close of any previous corresponding term. The labors of the truant officers have been greater than before, because of the increase in the number of new-comers to the city, who are generally unacquainted with our school requirements, and of those who claim to be members of the Parochial school in Belvidere.

The report of the officers for the year is here presented:

Whole number of cases investigated	1,590
Absentees	1,039
Truants	387
Working without certificates	98
New scholars	17
Wandering about the streets	16
Juvenile offenders	33

OF THE ABOVE NUMBER, THERE WERE

Arrested	69
Sentenced	32
Bailed	37
Visited second time	143
Visited third time	29
Mill certificates issued	1,911

In addition to the above, during the summer vacation we attended to the "Mill Schools," but made no record of our investigations, as there was no compulsion to attend.

During the year, the Board of Health have reported to us 99 cases of diphtheria, and 85 cases of scarlet fever and scarlatina. We have visited the families, and notified them of the rules made by the School Committee and Board of Health governing the same.

We sent to the Reform School 32 children. Of this number, 25 were sentenced at the request and wish of the parent or guardian; 2 were sentenced because they had no home nor anybody interested in them. The other five were sentenced because we thought it was for their good. The 37 we bailed have been among the most regular and attentive to their school since. We also issued 16 warrants for others which we did not serve, but allowed the children to read them, and then told them we would arrest them if they did not reform. It has been a complete cure for them, the same as those whom we bailed, better than if we sent them away.

All the manufactories, machine shops, stores, and all places where we supposed children were employed, have been visited at different times during the year, and found to be generally complying with the requirements of the laws, those in authority deeming the education of children as necessary for future prosperity. A great many of the overseers have expressed the wish that the statutes be amended, so that "no children under 16 years of age could be employed unless they were able to read and write." They cannot be employed under 14 years of age now, unless they are able to read and write, but a large majority of the children, between 14 and 16 years, who receive certificates from us, are not. The cases reported as working without certificates, were of children who held regular certificates from their teachers, but had worked longer than allowed by the same.

BICKFORD LANG,
WM. H. BIRMINGHAM,

Truant Commissioners.

I renew to you, gentlemen, my acknowledgments for your many courtesies.

CHARLES MORRILL,

Superintendent Public Schools.

APPENDIX.

APPENDIX.

A.

LAWS

RELATING TO THE EMPLOYMENT OF CHILDREN, AND REGULATIONS RESPECTING THEM.

No child under the age of ten years shall be employed in any manufacturing, mechanical, or mercantile establishment in this Commonwealth, and any parent or guardian who permits such employment shall for such offence forfeit a sum of not less than twenty nor more than fifty dollars, for the use of the public schools of the city or town.

No child under the age of fourteen years shall be so employed, except during the vacations of the public schools, unless during the year next preceding such employment he has attended some public or private day school, under teachers approved by the school committee of the place where such school is kept, at least twenty weeks, which may be divided into two terms, each of ten consecutive weeks, so far as the arrangement of school terms will allow; nor shall such employment continue unless such child shall attend school as herein provided, in each and every year; and no child shall be so employed who does not present a certificate made by or under the direction of the school committee of his compliance with the requirements of this act; *provided, however*, that a regular attendance during the continuance of such employment in any school known as a half-time day school, or an attendance in any public or private day school, twenty weeks, as above stated, may be accepted by said school committee as a substitute for the attendance herein required.

Every owner, superintendent, or overseer in any establishment above named, who employs, or permits to be employed, any child in violation of the second section of this act, and every parent or guardian who permits such employment, shall for the first offence forfeit a sum not less than twenty nor more than fifty dollars for the use of the public schools of such city or town.

The truant officers shall, at least once in every term, and as often as the school committee require, visit the establishments described by this act, in their several cities and towns, and inquire into the situation of the children employed therein, ascertain whether the provisions of this act are duly observed, and report all violations to the school committee.

Every owner, superintendent, or overseer of any manufacturing, mechanical, or mercantile establishment in this Commonwealth, shall require and keep on file a certificate of the age and place of birth of every minor child under the age of sixteen years employed in said establishment, so long as such minor shall be so employed, which certificate shall also state, in the case of a minor under the age of fourteen years, the amount of his or her school attendance during the year next preceding such employment; said certificate shall be signed, by a member of the school committee of the place where such attendance has been had, or some one authorized by them; and the form of said certificate shall be furnished by the Secretary of the State Board of Education, and shall be approved by the Attorney-General.

In case no such certificate shall have been required by such owner, superintendent, or overseer, then such employment shall be deemed to have been a violation of the second section of chapter fifty-two of the acts of the year eighteen hundred and seventy-six.

The truant officers may demand the names of the minor children under the age of sixteen years employed in the establishments above named in their several cities and towns, and may require that the certificates of age and school attendance prescribed in this act shall be produced for their inspection; and if the name and certificate as aforesaid be not produced in any case, it shall be *prima facie* evidence that the employment of such child is illegal.

On and after the first day of May, eighteen hundred and eighty, no child under fourteen years of age shall be employed in any manufacturing, mechanical, or mercantile establishment, while the public schools in the city or town where such child lives are in session, unless such child can read and write. Every owner, superintendent, or overseer in any establishment above named, who employs, or permits to be employed, any child in violation of this section, and every parent or guardian who permits such employment, shall for every such offence forfeit a sum of not less than twenty nor more than fifty dollars for the use of the public schools of such city or town.

APRIL 25, 1880.

LEGAL FORM OF CERTIFICATE.

	Lowell,	188
THIS CERTIFIES that	, born in	,
is	years	months old, and has attended school in Lowell
	weeks, during the year next preceding this date, and has	attended school twenty weeks since
	Signed,	188
Approved,		
	Duly authorized by the School Committee.	

The following persons are authorized to sign employment certificates: Members of the School Committee, Superintendent of Public Schools, Truant Officers, Teachers of the Public Schools, Teachers of the Parochial School on Adams Street.

CHARLES MORRILL,

Secretary School Committee.

LOWELL, April 23, 1880.

B.

SALARIES OF TEACHERS.

HIGH SCHOOL.

Principal	\$2,000 00
First male assistant	1,800 00
First female assistant	800 00
Other female assistants, first year	600 00
“ “ “ second year	650 00
“ “ “ after second year	700 00

GRAMMAR SCHOOLS.

Principals (males)	\$1,500 00
Assistants, first year	450 00
“ second year	500 00
“ third year and after	600 00
Teacher of penmanship	1,200 00
Teacher in vocal music	1,000 00

PRIMARY SCHOOLS.

Teachers, first year	\$450 00
“ second year	500 00
“ third year and after	600 00

TEMPORARY TEACHERS.

Male teachers, for every school day's service	\$3 00
Female teachers in High school, for every school-day's service	1 75
Female teachers in other schools, for every school-day's service	1 00
And after three months' service	1 25

EVENING SCHOOLS.

Principals, per evening	\$1 50
Assistants, per evening	75

C.

SERIES OF QUESTIONS PROPOSED FOR THE EXAMINATION OF APPLICANTS TO ENTER THE HIGH SCHOOL.

JULY EXAMINATION.

WRITING.

Write the following sentence :

The poetry of William Cullen Bryant is distinguished for high finish, lofty moral tone, and admirable descriptions of American scenery.

QUESTIONS IN HISTORY.

1. Give an account of De Leon's two expeditions to Florida.
2. By whom was the St. Lawrence discovered? Where did the French first settle in America?
3. Name four early navigators who sailed in the interests of Spain, and state what they discovered or explored.
4. When was Jamestown settled, and by whom? How was the colony first governed?
5. Whence did Massachusetts derive its name?
6. Give an account of the settlement of Georgia.
7. What colonies offered asylums for persecuted Christians?
8. Describe the expedition against Crown Point.
9. State what you can of Montcalm.
10. When did the French and Indian War begin and end? Name four battles of this war.
11. What were the Writs of Assistance?
12. Give an account of the Boston Massacre.
13. What was Burgoyne's design in his invasion of the North? What was the result of this invasion?
14. What was Arnold's treason? How was he led to it, and how was it frustrated?
15. Give an account of the retreat conducted by Morgan and Greene.
16. What was the closing event of the Revolutionary War? State its consequences.
17. In whose administration was the War of 1812? Give an account of the capture of either one of these — "Frolic," "Chesapeake."
18. What territory did the United States acquire by the Mexican War? What General gained the victory at Buena Vista?
19. What was the "Missouri Compromise"?
20. With what great victory is each of these names associated, — Sherman, Farragut?

QUESTIONS IN GEOGRAPHY.

1. What three great natural regions make up the continent of North America?
2. Where are all the large cities of Mexico situated?
3. What waters separate England from the continent?
4. How would you describe the exact position of Lowell on the globe?
5. Name the different classes of coast waters.
6. What and where is the capital of Egypt?
7. Name the states bordering on the Gulf of Mexico.
8. Where are the Adirondack Mountains?
9. Bound Missouri.
10. What continents border upon the Pacific Ocean?
11. Where is Cape Agulhas? St. Roque?
12. Name the tributaries to the Mississippi from the west.
13. Describe the largest river of South America.
14. Where is Lyons? Tokio? Edinburgh? Muscat?

15. Name two large rivers of High Europe, and tell where they empty.
16. Describe the lakes of Central Africa.
17. Name and locate the capitals of the New England States.
18. What country lies between the Alps and the Bay of Biscay?
19. Name the boundaries between Europe and Asia.
20. Name the cities in the order you would pass them in sailing from the source of the Merrimack to its mouth.

QUESTIONS IN GRAMMAR.

1. Write the possessive plural of *box, sheep, roof, thief, tooth*.
2. Give the rule for the formation of the plural of nouns ending in *y*.
3. Write two sentences, one containing *that* used as a relative pronoun, and the other, *that* used as a conjunction.
4. Write the possessive form singular and plural of *it*. Define the participle.
5. Name the classes into which limiting adjectives are divided, and give an example of each.
6. Write the principal parts of *bid, begin, fly, stay, write*.
7. Give the synopsis of *lie* (to recline), in the indicative, third person, singular.
8. Give the definition of a conjunctive adverb, and write a sentence containing one.
9. Give two examples of co-ordinate and two of subordinate connectives.
10. Write a compound sentence. Change to complex. "The storm being over, we started on our journey." What kind of sentence? Change to another kind.
11. "Some hundred years ago, when the barrow river that winds through the flat country was a lordly stream, bearing many a vessel on its surface, Fenwick was a place of some account; now it is a mere village, with the houses very near the water." Name four clauses.
12. Name four phrases.
13. Correct the following: "We tried to read it clearly and distinctly like he did." "Had n't we ought to divide in order to get the quotient?" "Let's we walk about to see the prettiest views." "They laid down by the fire and rested for a long time."
14. Turn into prose —

"Beneath those rugged elms — that yew-tree's shade,
 Where heaves the turf in many a mouldering heap,
 Each in his narrow cell forever laid,
 The rude forefathers of the hamlet sleep."
15. "John exchanged his *silver* watch for a lump of *silver* with which he intended to *silver* some metal coins." What part of speech is *silver* in each place.
16. What part of speech is *that* in the sentence: "I saw that the time was short"?
17. With what does *has* agree in the sentence: "Each man, woman, and child has a duty to perform"?

18. What is the object of *acknowledged* in the sentence: "He acknowledged that he was wrong"?
19. Parse *man* in the sentence: "He ordered the man to come."
20. Parse *that* in the sentence: "I think this is better than that."

QUESTIONS IN ARITHMETIC.

1. How many times is five millionths contained in seven units?
2. Write the table of square measure.
3. Paid \$14.22½ for 71 gallons and 1 pint of vinegar, what would 10 gallons and 1 pint cost?
4. Divide 1005 rods 10 inches by 100 (long measure).
5. How many lots of land, each containing 145 sq. rods and 123¼ sq. feet, are contained in 10 acres?
6. How many cords of wood in a pile 20 feet long, 10 feet high, and 6 feet 4½ inches wide?
7. If oranges are bought at 20 cents per dozen, what must be asked per orange to make a profit of 20 per cent.?
8. What per cent. of \$2750 is \$178.75?
9. What is the interest of \$2400 for 3 years 7 months 18 days, at 4 per cent.?
10. What is the bank discount of \$1560 for 60 days?
11. What principal at 8 per cent. will amount to \$1585.08 in 5 years 4 months and 6 days?
12. Find the greatest common divisor of 9061 and 6851.
13. Find the least common multiple of 315, 525, and 630.
14. Add $\frac{7}{8}$ to $\frac{1}{6}$.
 $2\frac{1}{3}$ $7\frac{1}{2}$
15. From $\frac{3}{4}$ of $7\frac{8}{9}$ take $\frac{5}{9}$ of $8\frac{1}{2}$.
16. Divide 7.711 by 70.1.
17. Reduce $1\frac{5}{6}\frac{1}{10}$ to a decimal.
18. If five men will reap 8 acres of wheat in $2\frac{1}{2}$ days, in how many days will 10 men reap 32 acres?
19. Find the square root of $824\frac{2}{3}$.
20. Find the cube root of 27270901.

SPELLING.

Concede, secrecy, shriek, celerity, peaceful, acceptable, steak, beneficial, rehearse, seizing, cotton, valleys, possessor, chocolate, equalize, cease, familiar, knitting, latitude, superstitious.

QUESTIONS IN MUSIC.

1. Make the different notes used in music.
2. What do notes represent?
3. Make the different rests used in music.
4. What do rests indicate?
5. Make the staff, with clef, bars, and added lines.

6. Write the figures indicating the different kinds of measure.
7. How many beats in double, triple, and quadruple measure?
8. How many tones in the scale?
9. Write the signature for the key of C.
10. Write the signature for the key of G.
11. Write the signature for the key of E flat.
12. Write the signature for the key of E.
13. Write the signature for the key of F.
14. Write the signature for the key of B flat.
15. Write the signature for the key of D.
16. Write the signature for the key of A flat.
17. Write the signature for the key of A.
18. How much does a dot add?
19. Make a dotted half note.
20. What are the beats for quadruple measure?

D.

TEXT-BOOKS USED IN THE PUBLIC SCHOOLS.

Hillard's Readers, Franklin Series.

PRIMARY SCHOOLS.

First Reader.
 Second Reader.
 Third Reader.
 Franklin Primary Arithmetic.
 Miss Stickney's Child's Book of Language.
 Monroe's Reading Charts.
 Primary Music Reader.

GRAMMAR SCHOOLS.

Fourth Reader.
 Intermediate Reader.
 Fifth Reader.
 Bradbury's Eaton's Practical Arithmetic.
 Greene's Grammar.
 Knox and Whitney's Elementary Lessons in English.
 Guyot's Elementary Geography.
 Guyot's Intermediate Geography, Massachusetts Edition.
 Anderson's Common School History of the United States.
 Worcester's New Pronouncing Spelling Book.
 Thomson's Intellectual Mental Arithmetic.
 Duntonian Writing Books.
 Smith's Drawing Books.
 Hooker's Child's Book of Nature permitted as a reading book.
 Goodrich's Child's Book of United States History.
 Intermediate Music Reader.
 Fourth Abridged Music Lessons.

HIGH SCHOOL.

Allen and Greenough's Latin Grammar.
Leighton's Latin Lessons.
Allen and Greenough's Cæsar.
Allen and Greenough's Virgil.
Allen and Greenough's Cicero.
Allen and Greenough's Ovid.
Allen's Latin Composition.
White's Latin Lexicon.
Goodwin's Greek Grammar.
White's Greek Lessons.
Goodwin's Greek Reader.
Homer.
Liddell and Scott's Greek Lexicon (abridged).
Bôcher's Otto's French Grammar.
Bôcher's Otto's French Reader.
Fisher's Easy French Readings.
Bôcher's College Plays.
James and More's French Dictionary.
Otto's German Grammar.
Otto's German Reader.
Adler's German Dictionary.
Eaton's Practical Arithmetic.
Eaton's High School Arithmetic.
Eaton's Algebra.
Bradbury's Geometry.
Bradbury's Trigonometry.
Davies' Surveying.
Greene's English Grammar.
Quackenbos' First Lessons in English Composition.
Class Book of Prose and Poetry.
Kellogg's Rhetoric.
Brooke's English Literature.
Underwood's Hand-book of American Authors.
Selected American Poems.
Selected Ballads and Lyrics.
Swinton's Outlines of History.
Berard's History of England.
Leighton's History of Rome.
Pennell's History of Greece.
Pennell's History of Rome.
Martin's Civil Government.
Winslow's Intellectual Philosophy.
Cooley's Natural Philosophy.
Kiddle's Elementary Astronomy.
Steele's Chemistry.
Eliot and Storer's Manual of Chemistry.
Eliot and Storer's Qualitative Analysis.

Berlstein's Qualitative Analysis.
 Dana's Geological Story.
 Wood's Botanist and Florist.
 Hutchison's Physiology.
 Warren's Physical Geography.
 Tozer's Classical Geography.
 Meservey's Book-Keeping.
 Eichberg's Music Reader.
 Upton's Infantry Tactics.
 Arnott's Physics.
 Todhunter's Algebra.
 Wentworth's Geometry.
 Wheeler's Trigonometry.
 Bryce's Æneid (last six books).

E.

COURSE OF STUDY FOR THE PRIMARY SCHOOLS.

FIRST YEAR.

Sixth Class — Monroe's Charts, and Franklin First Reader. Begin with words written upon the blackboard, using the names of familiar objects, and words expressing familiar acts.

Combine words into groups and sentences.

Pay particular attention to *tones* and *inflection*.

Spell the words in columns, by sounds.

Develop the idea of number to ten, by the use of objects. Count to one hundred on the numeral frame.

Teach the construction of letters and figures, and the simplest form of script letters, using slate and blackboard.

Fifth Class — Monroe's Charts, and First Reader. Spell as in Sixth Class.

Teach Roman numerals to L.

Write words, groups of words, and sentences upon the blackboard, and require pupils to copy upon the slate. Give special attention to the forms of the letters.

Add and subtract small numbers, using the numeral frame and objects.

Follow the Grube Method in numbers as far as to 4.

Practise object teaching, using such objects as are familiar to the child.

SECOND YEAR.

Fourth Class — Second Reader. Practise "Enunciation Exercises" daily.

Spell, by letters and by sounds, words in columns and in reading lessons.

Continue to teach the simplest form of script letters.

Teach Arithmetic orally. Grube Method as high as 8.

Third Class — Second and Third Readers. Practise "Enunciation Exercises" as in the Fourth Class.

Teach the simplest form of script letters as in the Fourth Class, and write sentences from dictation upon the slate.

Teach Arithmetic, using the Franklin Primary, and see that the pupils read the questions fluently and correctly before solving them. Teach multiplication table to 8×8 .

THIRD YEAR.

Second Class — Third Reader. Daily practice of exercises in enunciation. Spell words in columns and in reading lessons, by letters and by sounds. Teach the meaning of the words found in the reading lessons, and require scholars to use their own language in defining. Correct all faults in expression.

Teach all script letters, and require words and sentences to be written from dictation, upon paper.

Review the Arithmetic, taught during the second year, by oral questions similar to those in the text-book, and advance as far as practicable. Teach multiplication table to 10×10 .

First Class — Third Reader. Exercises in enunciation, spelling, definitions, etc., as in Second Class.

Use Miss Stickney's Child's Book of Language No. 1.

Review as in Second Class, and complete the Arithmetic, if found practicable. Teach multiplication table to 12×12 .

Drawing should be taught in all the classes except the Sixth. In drawing and singing, follow the directions of the special teachers.

In each school a few minutes should be devoted at every session to physical exercises.

Monroe's Charts may be used at pleasure throughout the course.

F.

COURSE OF STUDY FOR THE GRAMMAR SCHOOLS.

FIRST YEAR.

Eighth Class — Fourth Reader. Especial attention should be given to the Introductory Exercises, and to the lessons in spelling and defining at the beginning of each reading lesson.

Worcester's New Pronouncing Speller, to page 29.

Guyot's Elementary Geography, to Part 2.

Written Arithmetic, from dictation; numeration and notation, addition and multiplication; amounts not to exceed a million.

Seventh Class — Fourth Reader; Introductory Exercises, spelling and defining as in Eighth Class.

Worcester's New Pronouncing Speller, to page 59.

Guyot's Elementary Geography, to Part 3.

Written Arithmetic, from dictation; numeration and notation, addition and multiplication, subtraction and long division, not to exceed three periods. In subtraction, not more than two figures in the minuend to be less than the figures below them, and in division the divisor not to exceed 25.

SECOND YEAR.

Sixth Class — Fourth Reader;* Spelling and defining and Introductory Exercises, as far as Inflection.

Worcester's New Pronouncing Speller, to page 85.

Guyot's Elementary Geography, to Africa.

Arithmetic, to Common Fractions, page 73, omitting sections 79, 80, 81.

Elementary Lessons in English, to page 67

Fifth Class — Hillard's Intermediate Reader, with daily drill on the Introductory Exercises.

Worcester's New Pronouncing Speller, to page 111.

Guyot's Elementary Geography, completed and reviewed.

Arithmetic, from Common Fractions, page 73, to Decimals, page 102.

Elementary Lessons in English, to page 95.

THIRD YEAR.

Fourth Class — Hillard's Intermediate Reader. Daily drill as in Fifth Class.

Worcester's New Pronouncing Speller, to page 131.

Guyot's Intermediate Geography, to Middle Atlantic States, page 31 — omitting from Human Family, page 8, to Commerce and Location of Cities, page 11; Separate States, page 25 to page 27.

Arithmetic, from Decimals, page 102, to Compound Numbers, page 134.

Elementary Lessons in English, to page 134.

Third Class — Fifth Reader; systematic teaching of the Introductory Treatise and reading lessons.

Worcester's New Pronouncing Speller, to page 145.

Guyot's Intermediate Geography, from Middle Atlantic States — page 31, to South America, page 59 — omitting Separate States, page 30, to Map Drawing, page 33; Separate States, page 37, to Map Drawing, page 39; Separate States, page 43, to bottom of page 47; Separate States, page 51, to Map Drawing, page 52.

Thomson's Intellectual Arithmetic to Decimals.

Arithmetic, from Compound Numbers, page 134, to Percentage, page 160.

Finish Elementary Lessons in English.

Anderson's Grammar School History, as a reading book, and to be taught "by reading and familiar conversation," to page 100; few dates to be memorized.

FOURTH YEAR.

Second Class — Fifth Reader; teaching of the Introductory Treatise, and reading lessons as in Third Class.

Worcester's New Pronouncing Speller, to page 158.

Guyot's Intermediate Geography from South America, page 59, to Geography of Massachusetts, page 102 — omitting Countries of South America, page 63, to General Review, page 65; Countries of Europe, page 71, to Asia,

*Child's Book of Nature permitted as a reading book to alternate with the Intermediate Reader, in the Sixth, Fifth, Fourth, and Third Classes.

page 79; Countries of Asia, page 82, to Africa, page 87; Countries of Africa, page 90, to Australia, page 93; Review of Eastern Hemisphere, page 96, to Geography of Massachusetts, page 102.

Thomson's Intellectual Arithmetic, from Decimals to Interest.

Arithmetic, from Percentage, page 160, to Equation of Payments, page 209.

Review Elementary Lessons in English.

Anderson's Grammar School History, from the beginning to Madison's Administration.

FIFTH YEAR.

First Class — Fifth Reader, as in Second Class.

Worcester's New Pronouncing Speller; the whole book.

Guyot's Intermediate Geography, from Massachusetts, page 102, to tables, and review the book.

Arithmetic, to Solids, page 263.

Thomson's Intellectual Arithmetic, from Interest to the end of the book, and review.

Greene's Grammar.

Anderson's Grammar School History, finished and reviewed.

Composition, Writing, Drawing, Music, and Elements of Book-keeping, through the whole course.

Declamation by the boys in the First and Second Classes once a month.

Teachers should begin to teach the Geography of Massachusetts, County of Middlesex, and City of Lowell, as early in the course as practicable, chiefly in conversational lessons during the first and second years.

Parts of the Geography omitted are to be used as reading lessons.

G.

COURSE OF STUDY FOR THE HIGH SCHOOL.

ENGLISH COURSE.

FIRST YEAR. *First Half* — Algebra, Ancient History, English Composition, Drawing. *Second Half* — Algebra, English History, Natural Philosophy, Drawing.

SECOND YEAR. *First Half* — Geometry, Physical Geography, Natural Philosophy. *Second Half* — Geometry, Chemistry, English Grammar.

THIRD YEAR. *First Half* — Arithmetic, Astronomy, Physiology. *Second Half* — Rhetoric, English Literature, Political Science, or Botany.

FOURTH YEAR. *First Half* — Intellectual Philosophy, English Literature, French, German, or Latin. *Second Half* — Botany, Political Science, French, German, or Latin.

Composition, Declamation, Reading, and Music are required throughout the course. Trigonometry, Surveying, Geology, Book-keeping, Analytical Chemistry, Greek, Latin, French, German, and Military Instruction are

optional studies. Any optional study, except Military Instruction, may take the place of any English study.

Each scholar is expected to pursue three regular studies, but is allowed to take a smaller number when health demands it, and to remain as a member of the school until all the studies of the course are completed. Not more than three regular written examinations are permitted during each half-year.

CLASSICAL COURSE.

FIRST YEAR. *First Half*—Latin Grammar and Reader, English Composition, Algebra, Drawing. *Second Half*—Latin Reader, Cæsar, Greek and Roman History, Algebra, Drawing.

SECOND YEAR. *First Half*—Cæsar, Physics, Chemistry, Geometry. *Second Half*—Cæsar, Ovid, Greek Grammar and Lessons, Latin Composition.

THIRD YEAR. *First Half*—Virgil, Greek Reader, Physical Geography, Arithmetic reviewed, Logarithms, Latin Composition, Greek Composition. *Second Half*—Virgil, Greek Reader, Ancient and Modern Geography, Algebra and Geometry reviewed, Latin Composition, Greek Composition.

FOURTH YEAR. *First Half*—Cicero, Ovid, Homer, Latin Composition, Greek Composition, French or German. *Second Half*—Cicero, Homer, French or German, Latin Composition, Greek Composition, review of course.

In the Classical Course, the same rules obtain as in the English Course, with reference to studies pursued throughout the course, the number of daily recitations, and number of written examinations.

H.

NAMES OF TEACHERS.

Schools.	Teachers.	Elected.	Salaries.	Residences.
High . . .	Chas. C. Chase, Prin. . .	1845	\$2,000	11 Nesmith St.
	Frank F. Coburn . . .	1880	1,800	62 Moore St.
	Mary A. Webster . . .	1860	800	184 Fletcher St.
	Marietta Melvin . . .	1859	700	381 Merrimack St.
	Elizabeth McDaniels . .	1868	700	162 Stackpole St.
	Harriet C. Hovey . . .	1870	700	12 Fourth St.
	Charlotte E. Draper . .	1870	700	37 Elm St.
	Alice J. Chase . . .	1877	700	158 Stackpole St.
	M. Jennie Keese . . .	1878	700	4 Richardson St.
	Rose A. Jordan . . .	1878	700	6 Mass. Corp.
Bartlett .	Samuel Bement, Prin. .	1851	1,500	428 Merrimack St.
	Marianne B. Kent . . .	1859	600	428 Merrimack St.
	Abbie E. French . . .	1874	600	40 Marion St.
	Lucy C. Dinsmore . . .	1881	450	35 Grove St.
	Belle A. Prescott . . .	1878	600	29 Mt. Washington St.
	M. Ida Howe . . .	1873	600	23 Third St.
	Edith A. Gove . . .	1875	600	144 Stackpole St.
	Sophia P. Wetherbee . .	1847	600	23 Kirk St.
	Amy L. Tucke . . .	1879	500	92 Fletcher St.

Schools.	Teachers.	Elected.	Salaries.	Residences.
Colburn	Geo. W. Howe, Prin.	1880	1,500	28 Third St.
	Elizabeth W. Frost	1857	600	Fairmount St.
	Sarah J. Crosby	1868	600	151 Gorham St.
	Susan M. Andrews	1864	600	42 Walnut St.
	Mary A. Hammill	1875	600	24 Linden St.
	Kate G. McLaughlin	1878	600	62 Suffolk St.
	Arvilla L. Reader	1871	600	106 Appleton St.
Edson	C. W. Burbank, Prin.	1872	1,500	Cor. School & Bowers.
	Mary E. Stone	1874	600	13 Cottage St.
	Maria C. R. Swan	1862	600	75 Appleton St.
	Anna A. Sargent	1864	600	17 Tyler St.
	Mary F. Carleton	1856	600	42 Chapel St.
	Fannie A. Scripture	1873	600	269 Central St.
	Mary A. Balch	1865	600	130 Appleton St.
	Lizzie N. Smith	1877	600	126 Howard St.
	Nettie E. Carleton	1867	600	42 Chapel St.
	Rosalie T. Burns	1878	600	7 Prescott Corp.
	Kate F. Hayes	1879	600	13 Floyd St.
Franklin	Nellie Keefe	1879	600	4 Cedar St.
	Chas. W. Morey, Prin.	1880	1,500	43 Sixth St.
	Etta M. Ramsdell	1878	600	21 Dover St.
	Alice M. Clark	1878	600	46 Chapel St.
	Abbie F. Woodward	1869	600	73 Branch St.
	Luella A. Wardwell	1870	600	30 School St.
	Fannie M. Clark	1874	600	40 School St.
	Mary F. Burnham	1879	600	129 Howard St.
Green	A. L. Bacheller, Prin.	1874	1,500	287 Central St.
	Ruth B. Bailey	1869	600	23 Pawtucket St.
	Annie E. Richardson	1871	600	190 Moody St.
	Lizzie A. Nolan	1876	600	408 Merrimack St.
	Clara A. Hanaford	1869	600	23 Pawtucket St.
	Ida Sheldon	1871	600	35 Howard St.
	Lena A. Gookin	1880	500	79 Summer St.
	Emma L. Davenport	1876	600	19 Mt. Washington St.
	Mary A. Keyes	1878	600	213 Market St.
Mann	Geo. H. Conley, Prin.	1876	1,500	125 Gorham St.
	Frances M. Webster	1873	600	184 Fletcher St.
	Laura F. Howe	1856	600	166 Stackpole St.
	Celestia P. Chase	1867	600	61 Tilden St.
	Julia M. Healey	1870	600	20 Bowers St.
	Nellie F. Murphy	1878	600	42 North St.
Moody	Joseph Peabody, Prin.	1856	1,500	152 Appleton St.
	Mary E. Way	1858	600	22 Tyler St.
	Alice M. Sanborn	1881	450	27 Clay St.
	Mary E. Hardman	1873	600	158 Stackpole St.
	Cora V. Barnard	1874	600	14 Bridge St.
	Laura J. Pindar	1856	600	35 Tyler St.
	Sarah E. Bailey	1856	600	88 High St.

Schools.	Teachers.	Elected.	Salaries.	Residences.
Moody . .	Frances E. Hardman . .	1873	600	158 Stackpole St.
	Frances E. Garity . .	1874	600	8 Third St.
Varnum . .	A. K. Whitcomb, Prin.	1878	1,500	178 Bridge St.
	Georgiana F. Vinton . .	1872	600	32 Fourth St.
	Harriet Bradley . . .	1854	600	38 Fourth St.
	Minnie F. Wing . . .	1879	600	36 Hampshire St.
	Sarah A. Bradley . . .	1857	600	145 Bridge St.
	Alice R. Keese . . .	1881	450	4 Richardson St.
	Maria W. Roberts . . .	1875	600	11 Fifth St.

TEACHER OF PENMANSHIP AND DRAWING.

Bertram Harrison . .	1865	1,200	15 Arlington St.
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TEACHER OF VOCAL MUSIC.

George F. Willey . . .	1866	1,200	32 Appleton St.
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Primary	1,	Mercena F. Whitehorn,	1877	600	79 Conant St.
	2,	Annie S. Harlow . . .	1873	600	23 Pawtucket St.
	3,	Abbie G. Watson . . .	1869	600	19 Chelmsford St.
	4,	Lucy F. Carleton . . .	1855	600	42 Chapel St.
	5,	Ellen A. Stillings . . .	1875	600	107 Howard St.
	6,	Ella M. Plumado . . .	1878	600	19 Lane St.
	7,	D. Lilla Naylor . . .	1880	500	93 Charles St.
	8,	Martha A. Franklin . .	1866	600	67 Vernon St.
	9,	Nellie MacDonald . . .	1878	600	84 Prince St.
	10,	Martha A. Neal . . .	1847	600	11 Dodge St.
	11,	Isabella V. McAnulty . .	1867	600	7 Hurd St.
	12,	Minnie C. Smith . . .	1877	600	130 Appleton St.
	13,	Cornelia M. Davis . . .	1871	600	40 Rock St.
	14,	Marietta Hill	1870	600	46 Fairmount St.
	15,	Marietta McEvoy . . .	1881	450	5 Agawam St.
	16,	Nellie Kohawn	1877	600	31 Willow St.
	17,	Sarah C. Fiske	1866	600	134 Appleton St.
	18,	Eliza Cowley	1857	600	178 Lawrence St.
	19,	Alice T. Owens	1878	600	45 Walnut St.
	20,	Mary L. McSorley . . .	1879	600	20 Ash St.
	21,	Martha S. Williams . .	1851	600	125 Appleton St.
	22,	Ella E. Gardner	1871	600	4 Mt. Washington St.
	23,	Ellen A. Corbett	1878	600	65 Gorham St.
	24,	Ellen A. Bridge	1857	600	54 Chapel St.
	25,	Aurelia L. Howe	1844	600	166 Stackpole St.
	26,	Charlotte E. Brown . .	1870	600	158 Fletcher St.
	27,	Mary E. Drew	1868	600	28 Wamesit St.
	28,	Mary E. Corbett	1878	600	65 Gorham St.
	29,	Jennie F. Woodward . .	1871	600	73 Branch St.
	30,	Nellie T. O'Grady . . .	1881	450	59 Newhall St.
	31,	Laura E. Lee	1873	600	141 Grand St.
	32,	Ellen F. Coughlan . . .	1853	600	15 Austin St.
	33,	Amanda M. Hadley . . .	1870	600	64 Lincoln St.

	Schools.	Teachers.	Elected.	Salaries.	Residences.
Primary	34,	Lizzie S. Lowe . . .	1857	600	3 Nichols St.
	35,	Clara A. Emerson . . .	1869	600	35 Lawrence St.
	36,	Mary A. Beard . . .	1844	600	14 Grove St.
	38,	Lottie M. Furnald . . .	1880	500	20 Mt. Washington St.
	39,	Abby L. Sargent . . .	1873	600	110 Stackpole St.
	40,	Sarah E. Scales . . .	1866	600	116 Appleton St.
	41,	Lilia J. Greenhalge . . .	1871	600	10 Ash St.
	42,	Lizzie M. Hadley . . .	1869	600	177 Moody St.
	43,	Nellie M. Brown . . .	1865	600	158 Fletcher St.
	44,	Mary L. Hill . . .	1858	600	126 Worhen St.
	45,	Ellen M. White . . .	1863	600	45 Grove St.
	46,	Ella A. Bailey . . .	1869	600	164 Bridge St.
	47,	Mary F. Beane . . .	1879	600	78 Tenth St.
	48,	Eliza A. Davis . . .	1881	450	40 Rock St.
	49,	Sara R. Swan . . .	1876	600	51 Fourth St.
	50,	Marion J. Stephenson, .	1878	600	45 Princeton St.
	51,	Mary J. Alger . . .	1868	600	54 Chapel St.
	52,	Lucretia A. Day . . .	1864	600	274 Central St.
	53,	Charlotte McDaniels . .	1878	600	162 Stackpole St.
	54,	Agnes I. Meldrum . . .	1876	600	33 Elm St.
	55,	Stella J. Allen . . .	1879	600	1 Myrtle St.
	56,	Elizabeth A. Balch . . .	1873	600	1 Fairview St.
	57,	Belle T. Vinal . . .	1873	600	226 Thorndike St.
	58,	Ellen M. Holden . . .	1876	600	Riverside St.
	59,	Alice T. Lee . . .	1878	600	113 Lawrence St.
	60,	Jennie C. Boardman . .	1877	600	86 First St.
	61,	Helen M. Brown . . .	1877	600	141 Bridge St.
	62,	Clara B. Horne . . .	1877	600	16 So. Highland St.
	63,	Emma J. Miller . . .	1877	600	96 Fletcher St.
	64,	Delia T. Brady . . .	1877	600	375 Central St.
	65,	M. Carrie Stiles . . .	1878	600	32 Varney St.
	66,	Katie F. Fay . . .	1880	500	94 Stackpole St.
	67,	Clementine H. Bowers, .	1876	600	18 Loring St.
	68,	Mary McLaughlin . . .	1879	600	234 Lawrence St.
	69,	Marietta F. Crowley . .	1879	600	23 Marion St.
	70,	Abbie V. Wheeler . . .	1879	600	185 Moody St.
	71,	Mary J. McCary . . .	1881	450	23 Whipple St.
	72,	Helen S. Durgin . . .	1880	500	148 Hale St.
	73,	Mary J. Meade . . .	1880	500	1 Clark St.
	74,	Anna Kohawn . . .	1879	600	31 Willow St.
	75,	Minnie I. A. Tibbetts . .	1880	500	20 Second St.
	76,	Katie G. Jones . . .	1880	500	49 Audover St.
	77,	Ida J. Flint . . .	1880	500	142 Liberty St.
	78,	Eva M. Hardy . . .	1881	500	4 Dutton St.
Interm.	1,	Viola A. Hamblett . . .	1876	600	60 School St.
Mixed	1,	Elizabeth A. Cotting . .	1876	600	64 Baldwin St.
	2,	Laura J. Gould . . .	1874	600	7 Varnum Ave.

J.

SUMMARY OF THE ANNUAL RETURNS OF THE PUBLIC SCHOOLS OF THE CITY OF LOWELL, FOR THE YEAR ENDING DECEMBER 21, 1881.

SCHOOL.	LOCATION.	No. pupils belonging Dec. 20, 1881.			Whole No. of pupils on time-book since Jan. 1, 1881.			Average No. of pupils belonging to school.			Average daily Attendance.			No. entered, not rec'd from any other public school.	Received from other public schools of lower grade.	Received from other public schools of same grade.	Sent to other public schools of higher grade.	Sent to other public schools of same grade.	No. having certificates of schooling for mills.	Over fourteen years of age.	Between 10 and 14 years of age.	Between six and ten years of age.	Under six years of age.	Per cent. of attendance.
		Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.											
High..	175	170	345	233	241	474	188	184	372	180	177	357	4	151	0	0	0	297	4	0	0	96	
<i>Grammar.</i>																								
Bartlett.....	213	191	404	309	270	579	217	183	400	201	167	368	34	91	17	36	29	38	81	311	73	0	92
Colburn.....	157	125	282	245	163	408	137	102	239	125	112	237	61	87	25	15	13	86	29	232	33	0	91
Edson.....	316	276	592	438	373	811	234	244	528	263	222	485	30	169	32	23	17	73	70	412	101	0	92
Franklin.....	159	164	323	224	219	443	150	147	297	137	132	269	35	64	32	23	18	12	50	264	37	0	90
Green.....	199	197	416	333	275	608	195	161	356	183	149	332	74	97	26	34	8	49	95	403	110	0	93
Mann.....	175	52	227	300	87	387	158	48	206	144	41	185	25	63	12	8	113	34	221	33	0	90	
Moody.....	129	138	267	187	211	398	126	131	257	115	115	230	45	72	11	24	14	23	29	231	72	0	90
Varnum.....	144	151	295	208	210	418	134	125	259	124	116	240	34	79	21	14	12	30	45	240	30	0	92
Totals.....		1512	1294	2806	2244	1808	4052	1401	1141	2542	1292	1054	2346	339	712	167	181	424	433	2314	489	0	0	0

Summary of the Annual Returns of the Public Schools — Continued

SCHOOL.	LOCATION.	No. pupils belonging, Dec. 20, 1881.			Whole No. of pupils on time-book since Jan. 1, 1881.			Average No. of pupils belonging to school.			Average daily Attendance.			No. entered, not rec'd from any other public school.	Received from other public schools of lower grade.	Received from other public schools of same grade.	Sent to other public schools of higher grade.	Sent to other public schools of same grade.	No. having certificates of schooling for mills.	Over fourteen years of age.	Between 10 and 14 years of age.	Between six and ten years of age.	Under six years of age.	Percent. of attendance.	
		Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.												
Primaries.	No. 1.....	22	15	37	44	35	79	19	13	32	18	12	30	16	26	11	18	8	6	0	0	11	33	0	94
	2.....	25	29	54	40	56	96	26	24	50	25	24	49	13	32	9	30	5	3	0	15	59	0	89	
	3.....	21	15	36	39	27	66	20	14	34	18	13	31	2	19	8	16	3	2	0	11	29	0	91	
	4.....	19	24	43	39	35	74	21	17	38	19	15	34	3	25	8	19	3	5	0	13	29	0	89	
	5.....	19	17	36	37	34	71	17	16	33	15	15	30	8	19	1	7	8	7	1	25	45	0	90	
	6.....	25	13	38	42	28	70	23	17	40	22	14	36	1	13	5	22	4	1	0	13	36	0	90	
	7.....	24	19	43	36	34	70	19	15	34	18	14	32	2	30	6	17	4	3	0	11	24	0	94	
	8.....	23	21	44	53	44	97	25	19	44	24	18	42	3	29	6	23	9	9	0	16	46	0	95	
	9.....	29	23	52	45	40	85	20	20	40	18	18	36	2	29	9	24	3	0	0	9	38	2	91	
	10.....	22	20	42	40	34	74	21	19	40	20	17	37	4	15	11	17	10	2	0	19	34	0	92	
	11.....	14	16	30	36	31	67	17	16	33	16	15	31	6	16	9	22	4	7	0	15	28	0	94	
	12.....	19	26	45	48	33	81	23	20	43	21	18	39	8	32	6	23	9	6	1	17	36	0	90	
	13.....	17	22	39	36	45	81	16	21	37	15	18	33	9	27	7	27	7	0	0	11	41	0	90	
	14.....	17	22	39	31	37	68	15	13	28	14	12	26	4	26	4	13	1	3	1	18	19	0	93	
	15.....	20	21	41	39	39	78	17	21	38	16	19	35	3	27	4	25	4	5	0	11	36	0	92	
	16.....	17	21	38	35	32	67	18	17	35	17	15	32	6	18	8	22	4	0	0	15	28	1	91	
	17.....	31	13	44	51	32	83	21	16	37	18	13	31	3	20	10	23	3	1	0	24	22	0	86	
	18.....	38	31	69	50	50	100	29	26	55	27	24	51	6	40	5	23	5	0	0	9	47	0	92	
	19.....	22	17	39	33	26	59	20	15	35	19	12	31	7	15	7	12	4	4	0	12	25	0	88	
Totals.....		424	385	809	774	692	1466	387	344	731	360	306	686	109	450	128	393	97	57	3	275	655	3		

Lower Grade.		Upper Grade.		Middle Grade.	
Primaries.		Primaries.		Primaries.	
No. 3.		No. 8.		No. 23.	
Kirk street.....	38	23	41	926	509
School street.....	26	23	41	926	509
Chapel street.....	31	20	51	48	33
Chapel street.....	21	24	45	43	54
Church street.....	28	24	52	62	50
.....	32	26	58	59	50
Elhoff street.....	33	24	55	56	40
Central street.....	34	21	55	56	40
Charles street.....	29	25	54	53	56
High and Pond streets.....	14	48	59	50	103
Elliott street.....	30	26	56	45	57
Ames street.....	27	15	35	35	71
Rook street.....	32	21	53	62	53
Myrtle street.....	24	25	49	40	44
West Sixth street.....	18	24	38	57	95
High street.....	35	25	47	47	43
Ames street.....	23	10	33	39	29
West Sixth street.....	28	14	42	68	26
Dover street.....	31	30	61	62	61
Agawam street.....	24	22	46	45	44
Totals.....	509	417	926	977	884
Worthen street.....	22	19	41	37	77
Worthen street.....	29	6	35	50	22
Branch street.....	41	25	66	66	46
Carter street.....	21	18	39	36	31
Howard street.....	32	18	50	57	36
Cabot street.....	33	34	67	63	64
Common street.....	38	16	54	73	33
Lewis street.....	41	44	59	83	49
Lyon street.....	29	23	52	47	56
Totals.....	286	177	463	515	374
Worthen street.....	18	14	32	57	45
Worthen street.....	27	12	39	70	32
Branch street.....	34	27	61	74	45
Carter street.....	16	28	44	34	44
Howard street.....	34	30	64	55	54
Cabot street.....	38	28	58	69	74
Ford street.....	36	23	59	83	50
Common street.....	42	15	57	94	25
Lewis street.....	46	14	60	85	15
Lyon street.....	23	34	57	54	56
Totals.....	306	225	531	675	440

Lower Grade.		Upper Grade.		Middle Grade.	
Primaries.		Primaries.		Primaries.	
No. 3.		No. 8.		No. 23.	
Kirk street.....	38	23	41	926	509
School street.....	26	23	41	926	509
Chapel street.....	31	20	51	48	33
Chapel street.....	21	24	45	43	54
Church street.....	28	24	52	62	50
.....	32	26	58	59	50
Elhoff street.....	33	24	55	56	40
Central street.....	34	21	55	56	40
Charles street.....	29	25	54	53	56
High and Pond streets.....	14	48	59	50	103
Elliott street.....	30	26	56	45	57
Ames street.....	27	15	35	35	71
Rook street.....	32	21	53	62	53
Myrtle street.....	24	25	49	40	44
West Sixth street.....	18	24	38	57	95
High street.....	35	25	47	47	43
Ames street.....	23	10	33	39	29
West Sixth street.....	28	14	42	68	26
Dover street.....	31	30	61	62	61
Agawam street.....	24	22	46	45	44
Totals.....	509	417	926	977	884
Worthen street.....	22	19	41	37	77
Worthen street.....	29	6	35	50	22
Branch street.....	41	25	66	66	46
Carter street.....	21	18	39	36	31
Howard street.....	32	18	50	57	36
Cabot street.....	33	34	67	63	64
Common street.....	38	16	54	73	33
Lewis street.....	41	44	59	83	49
Lyon street.....	29	23	52	47	56
Totals.....	286	177	463	515	374
Worthen street.....	18	14	32	57	45
Worthen street.....	27	12	39	70	32
Branch street.....	34	27	61	74	45
Carter street.....	16	28	44	34	44
Howard street.....	34	30	64	55	54
Cabot street.....	38	28	58	69	74
Ford street.....	36	23	59	83	50
Common street.....	42	15	57	94	25
Lewis street.....	46	14	60	85	15
Lyon street.....	23	34	57	54	56
Totals.....	306	225	531	675	440

Summary of the Annual Returns of the Public Schools — Continued.

SCHOOL.	LOCATION.	No. pupils belonging, Dec. 20, 1881.		Whole No. of pupils on time-book since Jan. 1, 1881.		Average No. of pupils belonging to school.		Average daily Attendance.		No. entered, not rec'd. from any other public school.	Received from other public schools of lower grade.	Received from other public schools of same grade.	Sent to other public schools of higher grade.	Sent to other public schools of same grade.	No. having certificates of schooling for mills.	Over fourteen years of age.	Between 10 and 14 years of age.	Between six and ten years of age.	Under six years of age.	Per cent. of attendance.					
		Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.												Total.				
Primaries.	Lower Grade.	34	24	58	97	52	149	27	16	43	24	14	38	83	0	65	32	9	4	2	5	48	28	83	
		20	18	38	45	37	82	19	19	38	18	17	36	78	0	17	29	9	2	1	9	57	11	92	
		21	39	60	36	49	85	37	30	67	17	34	51	131	0	15	49	11	0	0	4	35	41	95	
		26	20	46	46	44	90	23	21	44	22	20	42	58	0	13	30	6	0	0	0	33	41	95	
		24	21	45	51	50	101	20	20	40	19	19	38	51	0	18	14	0	0	0	1	31	45	95	
		29	25	54	78	68	146	42	29	71	34	20	54	67	0	4	38	20	3	0	21	84	48	75	
		31	18	49	76	58	134	41	24	65	36	22	58	131	0	13	26	16	20	3	33	72	83	89	
		41	29	70	107	54	161	54	19	73	49	17	66	71	0	8	53	16	0	0	17	101	35	90	
		41	28	69	81	50	131	34	23	57	30	19	49	65	0	5	32	6	1	0	0	3	46	77	86
		71	22	50	65	75	140	34	33	67	32	30	62	40	0	13	49	16	0	0	0	0	58	71	92
	Totals	295	225	520	682	537	1219	313	224	537	281	196	477	672	0	171	317	123	30	6	93	565	398		
Ungraded.		36	21	57	56	36	92	30	19	49	27	16	43	39	0	10	12	8	7	1	9	49	21	87	
		39	30	69	85	57	142	42	27	69	38	25	63	44	0	26	23	28	0	0	19	77	17	90	
		58	34	92	83	46	129	57	30	87	55	28	83	36	0	2	26	2	0	0	3	88	38	94	
		24	25	49	42	34	76	23	16	39	22	15	37	20	0	11	9	8	0	7	41	17	95		
		30	28	58	45	46	91	23	28	51	21	24	45	30	0	11	18	3	0	0	3	58	19	88	
		28	26	54	55	49	104	33	30	63	29	26	55	29	0	8	12	30	0	0	5	60	31	87	
		21	36	57	61	105	166	24	44	68	21	39	60	152	0	10	16	28	13	0	33	98	16	87	
		24	29	53	84	67	151	33	27	60	29	23	52	84	0	14	16	35	9	0	37	79	27	82	
		18	19	37	27	33	60	17	19	36	16	18	34	23	0	3	12	7	0	0	1	45	12	94	
		78	25	43	19	29	48	15	23	38	15	21	36	11	0	37	0	0	0	0	12	33	3	90	
	Totals	296	273	569	557	502	1059	297	263	560	273	235	508	468	0	132	158	149	29	1	129	628	201		
Intermediate Mixed No. 1.	Powell	35	17	52	49	13	62	30	17	47	26	14	40	6	22	2	5	7	0	3	37	16	0	85	
	Middlesex Village	20	16	36	29	19	48	13	12	25	16	10	26	9	0	7	1	3	0	0	12	17	8	87	
	Varnum Avenue	12	11	23	17	18	35	13	12	25	11	11	22	9	1	2	2	5	0	5	14	11	5	88	
Intermediate Mixed No. 2.	Totals	32	27	59	46	37	83	31	24	55	27	21	48	18	1	9	3	8	0	6	26	28	13		
	Summary	3870	3210	7080	6752	5928	12280	3756	3031	6687	3376	2651	6077	2494	1982	1002	2097	863	645	759	3238	4181	1293	91	



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